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ABSTRACT

A study examined the role of the administrator and the program planner in program development in adult education. To obtain this information, the researcher administered written questionnaires and conducted follow-up interviews with 10 administrators and 10 program planners working in the Minneapolis/St. Paul, Minnesota, metropolitan area. The questionnaire was designed to determine whether each of 80 tasks associated with program development was the responsibility of the program administrator, the program planner, or both of them. During the interviews, researchers sought information pertaining to the sharing of tasks between the two groups of professionals. Four tasks were identified by 50 percent of the respondents as being shared by administrators and program planners. These were orienting new staff; educating the public, potential clients, and staff about programs; reviewing competitive programs; and handling complaints. Although few team members acknowledged any problems when working on the same task, some did identify lack of communication and finances as problem areas. Recommendations included calls for both groups to increase their efforts to clarify their professional roles and to develop further their interpersonal skills. (MN)

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AN EXAMINATION OF
THE ADMINISTRATOR'S AND THE PROGRAM PLANNER'S ROLES
IN PROGRAM DEVELOPMENT IN ADULT EDUCATION

A Plan B Paper
Submitted to the Faculty of the Graduate School
of The University of Minnesota

by

Mary Jean Jecklin

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Committee on the Use of
Human Subjects in Research
5th Floor, AdmSvCtr
1919 University Avenue
St. Paul, MN 55104

Mary Jean Jecklin
1958 Penn Avenue South
Minneapolis, MN 55405

RE: Methodological Protocol # 1 & 2.

Dear Ms. Jecklin:

Your Methodological Protocol Request for Approval was received in the Committee office on 12/10/81, and has been administratively approved on 12/14/81 as within the guidelines of the referenced Methodological Protocol.

I would like to remind you that it is the responsibility of the investigator to bring to the attention of the Committee any proposed change in the project or any emergent problems that will affect human subjects.

On behalf of the Committee, I wish you luck with your research.

Sincerely,

Anne Munro

Anne Munro
Executive Secretary to the
Committee on the Use of Human
Subjects in Research

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CHAPTER I

INTRODUCTION

The concept of "lifelong learning" is receiving increasing attention and support as adults seek various types of educational opportunities beyond what they earlier received in high school, trade school, college, or university. A variety of educational environments strives to meet their interests and needs for adult education.

For example, Public School Community Education centers offer a smorgasboard of inexpensive interest classes. It is not unusual to see class listings ranging from antiques and bird watching to wine making and yoga.

Many adults are also returning to post-secondary education centers of learning such as vocational schools, colleges, or universities to acquire new skills or degrees. The Minneapolis-St. Paul, Minnesota community offers an array of non-traditional opportunities for adults wishing to return to school. The College for Working Adults at Minneapolis Community College, Metropolitan State University, University Without Walls at the University of Minnesota, Weekend College at The College of St. Catherine, and extension and television classes offered by the University of Minnesota are just a few of the many credit options available for adults to choose from when pursuing academic study.

Simultaneously the private sector, represented by business and industry, is increasingly recognizing the need for continuing education of its employees. Four justifications for continuing education or training within corporations have been identified:

1. The need for new knowledge by employees due to technological advances
2. Organizational complexity necessitates continual learning about new areas within one's company
3. Organizational tenure demands that employees be retooled and reskilled if old jobs become obsolete, not just tossed away if a previous job or skill becomes outdated
4. The huamn relations movement (which includes race relations) dictates that minorities be hired and trained if necessary. (Bass and Vaughn, 1966, p. 1)

Leaders in the adult education field, among them Cyril Houle (1972, p. 47) and Patrick Boyle (1981, p. 185) have carefully delineated the components of adult education programs. These components have typically included the tasks of determining the needs and interests of a target audience, setting objectives, designing the learning activities, implementing the program, and evaluating the program.

Depending on the size of the institution or organization, responsibility for a program and its components can rest with one person or, increasingly with one or more adult educators. In small agencies, one person frequently is responsible for assessing needs, determining objectives and the budget, managing the program and so on. As adult education staffs grow, a division of labor occurs and the program development responsibilities may be distributed between two people, usually an administrator and a program planner (s).

Unfortunately, it is often unclear which components should be the responsibility of which professional. Indeed, the demarcation lines between one individual's professional responsibilities and another professional's responsibilities are often ambiguous. One reason for this ambiguity is that traditionally most adult educators were both administrators and program planners; one person doing both jobs was the norm. However, as the interest in, and need for adult education grew, so did the need for specialization. What responsibilities are performed by which professional adult educator, therefore, becomes of interest.

The Problem

Whenever it is unclear who has the responsibility for a task in any work setting there is the potential for problems and conflict. In the rapidly expanding adult education field, with professionals at the same work site frequently involved in both administrative and program planning tasks, the chance for problems is great.

Little is known then, how with increased specialization, the tasks regarding program development are distributed between the program administrator and the program planner. Other unknown information includes: whether the program administrator and program planner share or duplicate responsibilities, if there are problems or difficulties when they share tasks, and how they work out any problems or difficulties.

Purpose of the Study

The general goal of this study was to provide information about the specific job tasks of the administrator and the program planner in the development, implementation and evaluation of educational programs for adults.

The specific purposes of this study were to answer the following questions:

1. To what extent do administrators and program planners agree on defining who performs which tasks in program development?
2. Are there specific tasks which both the administrator and the program planner assume the responsibility for performing?
3. Where task overlap occurs, do administrators or program planners think this presents any problems or difficulties in the program development process?
4. What are some of the problems or difficulties that arise when program administrators and program planners work together sharing the same job tasks?
5. How do program administrators and program planners resolve the problems or difficulties that arise when they share job tasks?

Theoretical Background

Adult education is a growing field. Professionals in the field are frequently called upon to play a variety of roles (Darkenwald and Merriam, 1982, p. 21). Adult education professionals have long been interested in the tasks which are typically the responsibility of the administrator and the tasks which are the responsibility of the program planner in the area of program development. However, the demarcation line between the two areas is often ambiguous and many tasks are attributed to both professionals. Little attention has been paid to determining exactly which tasks are most frequently shared between these two professionals.

The literature on role theory consistently stresses the importance of knowing and understanding one's professional role. Furthermore, not knowing one's role may result in role ambiguity, role confusion and even conflict. This research project is aimed at discovering what are the tasks that are typically shared between administrators and program planners in the area of program development because sharing tasks is a potential source of conflict.

Definition of Terms

To better understand some of the issues presented in this study and to eliminate ambiguity, the definitions of key terms follows.

A program administrator is the manager/director/administrator who has primary responsibility for administering a department that plans, implements, and evaluates educational programs for adults.

In public education the term director is more frequently used. In private industry the term manager is more frequently used.

A program planner is the consultant/specialist/planner who has primary responsibility for planning, implementing, and evaluating educational programs for adults.

The public sector includes subjects from a state university, a community education program, a junior college, agriculture extension, and a non-profit organization.

The private sector includes five teams from profit making companies located within the Minneapolis/St. Paul, Minnesota metropolitan area.

A role is "the characteristic behavior expected of an individual in a situation as perceived by either himself or others" (Houle, 1976, p. 167).

Program is the term used to designate the identified priority needs, problems, and interests of people that fall within the scope of the educational responsibilities of the organization and the expertise of the staff, the relevant educational objectives that are to be achieved within a designated period of time, and the methods that will be used to achieve the objectives (adapted from Raudabaugh, 1962, p. 3 by Leagans, Copeland, and Kaiser, 1971, p. 66).

Plan of Study

The data obtained in this study were gathered using two methods from administrator/program planner teams in ten different organizational settings. Initially, a questionnaire developed by the researcher was sent to 20 voluntary participants. All participants were working in adult education either as an administrator or as a program planner. Five administrator/program planner teams worked in the public sector and five administrator/program planner teams worked in the private sector.

All respondents lived in the Minneapolis/St. Paul, Minnesota metropolitan area. Subjects were asked to complete the questionnaire and return it to the researcher. The researcher then followed up with a personal, oral interview schedule based on the tabulated results from the questionnaire. The results collected from the 20 questionnaires and the 20 interviews were analyzed to provide the data on which the results were based.

Significance of the Study

A clearer understanding of who typically does what tasks in program development, what problems arise when tasks are shared, and how these problems are resolved should help anyone who is researching or studying the process of program planning. Answers to these questions could help educators improve the theory, have a better understanding of this subject area, resolve critical issues ahead of time, and be prepared to deal with problems when they arise on the job.

With the clarification and definition of job responsibilities, potential problems could be averted when adult education administrators and program planners find themselves, either by choice or by chance, with overlapping program development responsibilities. Other positive results from this clarification include improving effectiveness and efficiency among employees, and improving staff morale.

In sum, a better understanding of the program administrator's and the program planner's tasks will permit the professionals involved to get to the true task at hand, the development of meaningful adult education programs.

Organization of the Study

This first chapter defined the problem in this study, presented a brief theoretical background, defined relevant terminology, clarified the purpose, outlined the study plan, and summarized the significance of the study.

Chapter 2 presents a review of relevant literature. Chapter 3 details the study's design. Presentation and analysis of data make up Chapter 4. The fifth and final chapter offers a summary, implications, and recommendations. A bibliography and appendicies follow.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this literature review was to summarize the theory and the results of previous research pertaining to the role of the administrator and the program planner in adult education settings. A variety of sources was consulted when doing this study including books, journal articles and an ERIC search. The topics examined included program development tasks, the role (s) of administrators and program planners in program development, and role theory.

The Changing Nature of Adult Education

The field of adult education is one of the specialties within the field of education that is growing. Quoting Drucker, Harrington calls continuing professional education "the fastest growing part of our educational system" (Harrington, 1977, p. 83). Langerman and Smith describe adult and continuing education as "the most rapidly growing component of our educational system" (Langerman and Smith, 1979, p. 295).

In the past, a full-time professional adult educator has typically played a variety of roles. She is simultaneously an administrator, supervisor, program developer, counselor, and sometimes, even a teacher (Darkenwald & Merriam, 1982, p. 21).[1] As the field of adult education expands, more trained professionals are required to meet adult student needs. With growing numbers of professionals entering the field of adult education there simultaneously exists a growing need for clarification of roles and deliniation of tasks.

---

1. The feminine pronoun "her" is used throughout this study although the subjects were both male and female.

The Changing Roles of Adult Educators in Program Development

Integral to any adult or continuing education program are the actual programs developed to meet the needs of the learners; the success or failure of adult education offerings often rest on the quality of the programming.

Frequently, both administrators and program planners do program planning. At present there are many tasks which the administrator and the program planner share as these roles are still evolving. Knox quotes Havelock, "To some extent program development is the concern of everyone associated with a continuing education agency" (Havelock, 1969 in Knox, 1979, p.30).

A clear differentiation between the role of the administrator and the role of the program planner has yet to occur in adult education. Ruscoe (1969, p. 27) offers a possible explanation:

> educational planning is hindered by the confusion of technical and administrative decisions...the development of plans is a technical process; the implementation of these plans is an administrative process. But no clear lines of responsibility and authority exist to allow boundaries between the two areas to be established and maintained.

The existing role ambiguity in adult education concerning program development may be similar to the elementary/secondary education experience. The role of the curriculum specialist emerged only as a distinctive field of professional activity around 1920 (Robison, 1966, p. 1). By the late 1930s "there was wide acceptance of the concept that all work relating to the curriculum and instruction should be unified under the guidance of a single administrator" (Robison, 1966, p. 3). In the mid 1960s this educational field recognized "the urgent need to make explicit and apparent the expertness of the curriculum specialist which qualifies him to provide the leadership essential to curriculum designing" (Robison, 1966, p. 17).

The Adult Education Administrator's Role in Program Development

As mentioned previously, program development is viewed as a key function of administrators. Havelock and Knox offer the following comments on the role of the administrator in the area of program development.

> ...for program administrators, planning and conducting learning activities for adults is the core of their effort (Havelock, 1969).
>
> ...all (administrators) must deal with five basic components of program development as they work with planning committees, relate to potential participants, and to resource persons, prepare materials, and orient those who conduct continuing education programs (Knox, 1979, p. 30).
>
> Effective continuing education administrators give special attention to program development because it is so central to the quality of offerings to adult participants and because without a full-time faculty, administrators can readily perform a major program development role. Although the specifics vary with agency and administrative role, planning and conducting an educational program entails five components--needs, context, objectives, activities, and evaluation (Knox, 1980, p. 72).

In addition to the performance of technical tasks in program development, the importance of effective support from a top administrator should be noted. Baldridge and Tierney (1979) concluded that top administrative support is vital in any professional setting:

> Top administrative support is a life-or-death matter. These projects were designed to improve the management and administration of the institution. Consequently the support of top administration was essential: without it the projects were almost doomed to failure (p. 186)...The chief executive officer must endorse the program in spirit as well as in actions (p. 1977).

The administrator's role and functions may vary depending on the size of the agency. In large agencies the administrator's role may be limited.

> ...in relatively large agencies--such as the training unit of a large corporation...the highest-ranking administrators tend to devote most of their time to management rather than program development. In general, the higher one's rank in an adult education agency, the less involvement one has in routine program development activities. Nonetheless, many deans, directors, and other managers, especially in smaller agencies, are heavily involved in the day-to-day work of organizing educational activities (Darkenwald and Merriam, 1982, p. 21).

Hall points out that in small agencies the administrator may have more responsibilities

> In small adult agencies, employees typically perform more than one function...in contrast, staff members in large agencies with broad missions tend to be specialized, different individuals do different tasks (Knox, 1980, p. 182).

However, "The great majority of full-time adult educators are employed in administrative or semi-administrative roles that involve both program development and management functions" (Darkenwald and Merriam, 1982, p. 20). Factors that reinforce the blending of administration and program development roles in adult education are: (1) lack of a full-time faculty so administrators must assume certain faculty functions, and (2) a small staff which necessitates dual responsibilities by administrators in program development (Ibid).

Not all sources agree on the competencies required of adult education administrators:

> Unfortunately, the attempts at describing the effective administrator have not produced an empirically tested statement of the precise combination of knowledge, ability, and viewpoint which distinguished successful from unsuccessful administrators. Neither do the pronouncements of authorities in the field of administration provide a consistent inventory (Shaw, 1969, p. 95).

However, high professional expectations are placed on the administrator in this setting.

> The adult and continuing education manager...is required to be a person of unusual and dynamic capabilities, with extreme perception and 'open vision', having an awareness of the community, being innovative and flexible, and accepting differences (Langerman and Smith, 1979, p. 295).

Hall identifies competencies necessary in program development.

> Proficiency in program development is most fundamental for program administrators, entailing attention to both planning and conducting educational programs, including tasks related to educational context, needs, objectives, learning activities, and evaluation. In addition to developing programs, effective adult education administrators engage in tasks related to goals and policy, staffing, finance, facilities, organizational relations, and coordination of all these programs (Know, 1980, p. 191).

Knox also comments on the skills needed by administrators:

> In addition to personal qualities and an understanding of the field of adults as learners--important for all categories of practitioners--effective administrators tend to have some areas of proficiency specific for their roles. These are administrative, program development, and the uses of research (Knox, 1979, p. 25).

In summary, the adult education administrator plays a vital role in program development. While her role typically involves a wide scope of other functions, the role may vary greatly depending on the size of the organization. Whatever the size of the organization, program planning continues to be one of the administrator's key functions. However, in the future as growth and specialization influence the administrator's role this may not continue to be true.

The Program Planner's Role in Program Development

In the administrative role is somewhat uncertain, is the program planner's role more clearly definable?

> ...it is not always easy for adult educators to make clear distinctions among professional roles...While the key role in the majority of adult education settings may well be identified as program developer, in practice this role is usually not formally differentiated from that of administrator. (There is often) a multifaceted and often interconnected role of program developer and administrator (Darkenwald and Merriam, 1982, p. 17).

Boyle suggests there are four major roles for the continuing education programmer: (1) analyst--defining the problem or need in any situation; (2) stimulator--keeping the process moving; (3) facilitator--linking the needs of the clients with the appropriate knowledge or resources in an efficient and effective manner; and (4) encourager--helping people or groups realize their potential (Boyle, 1981, pp. 83-84). He further categorizes the workload of the professional programmer by major responsibilities: (1) major change or developmental programs; (2) routine programming and informational activities; and (3) organizational and maintenance responsibilities (Boyle, 1981, p. 13). However, Boyle does not specify which tasks are always considered the responsibility of the program planner.

Kerns suggests that there are instances in which the adult education program planner performs administrative tasks without occupying an official administrative position (Kerns, 1977, p. 5).

> If one realizes that not all work done by administrators is executive, but that some can be technical, one can also perceive that work done by persons without administrative titles can be administrative in nature (Kerns, 1977, p. 2).

Kerns stresses the value of the program planner perceiving the relationship between her performance roles and the performance roles of the administrator of the program, and in so doing furthering her ability to effectively institute good educational programs for adults (Kerns, 1977, p. 1).

Role Theory

The literature cited above documents the fact that both administrators and program planners perform many, if not similar, roles in program development in adult education. Since it is also possible that different individuals have different role expectations for one another, Houle (1976, p. 167) suggests that the planner needs to take account of them in educational settings because roles and relationships, while they may never be stated, are usually deeply felt.

Houle (1976) states that

> ...it is important to define the roles and relationships of any situation so far as it is practically possible (p. 168)... [because] it is usually helpful to the learning process to have duties and responsibilities as clearly understood as the situation allows...(p. 52).

Gerard also suggests that role clarity is very important

> One of the factors which affects an individual's motivation to perform a group task, as well as his feelings of accomplishment and satisfaction, is the clarity of the social structure within which the individual functions (Gerard, 1958, p. 475).

In his study of mental health workers Mill said, "A good team is made up of persons who know their own job and also the function of the other team members." Mill admitted in this same study that "much remains to be done before role definition reaches the point where people can work effectively with one another without treading on each others toes" (Mill, 1960, p. 413).

Individuals play a multitude of roles through their live and one's roles are constantly shifting and changing as one's life activities change. "Any individual will have a whole series of role relationships based on the many roles he plays in society" (Baron and Taylor, 1969, p. 80).

> Adulthood, then, becomes a life-long process of discovering new roles. This is all the more true because society itself is changing so rapidly. New technological developments appear, and with them new organizational forms, occupations, avocations, and revocations of earlier ways of conducting affairs...role changing becomes a way of life (Biddle, 1979, p. 313).

Role Defined

Many definitions are available for the term role. A definition which applies to both the personal and the professional work setting is "The set of expectations shared by group members associated with a position in a group, no matter what individual fills the position" (Hare in Faris, 1964, p. 217). Houle (1976) defines role similarly as "The characteristic behavior expected of an individual in a situation as perceived by either himself or others" (p. 167). Ghiselli and Barthol (1956, p. 241) define four roles an individual in any situation may hold:

1. the self-perscribed role (the individual believes he should adopt this role)
2. the self-perceived role (the individual sees himself actually doing this role)
3. the role others perscribe (roles others believe the individual should adopt)
4. the role others perceive (roles others believe he actually does).

Role Ambiguity

Role ambiguity, defined as "when shared specifications set for an expected role are incomplete or insufficient to tell the incumbent what is desired or how to do it" (Biddle, 1978, p. 323) may result if professional roles are inadequately defined. Smith contends that the presence of role ambiguity is counterproductive to the success of any group

> ...the time and energy used by group members in attempting to predict the behavior of others reduces the amount of group energy available for any given group goal or task...group members have a finite amount of energy available in a group situation, and the amount of energy absorbed by the internal group structure is subtracted from the amount available for group productivity (Smith, 1957, p. 313).

Role ambiguity and strain carried to an extreme may result in role conflict, defined by Miller as "role behavior which is experienced by a person who perceived that he is exposed to incompatible expectations" (Miller and Shull, 1962, p. 144) and by Biddle as "when someone is subjected to two or more contradictory expectations whose stipulations the person cannot simultaneously meet in behavior" (Biddle, 1979, p. 160).

It is unfortunate that "Strain, overload, and role conflict tend to be greatest for those who are involved in, and oriented most to success at work" (Marks, 1977, p. 934).

Without adequate role definition anxiety also results. In a 1957 study, Wispe's and Thayer's hypothesis was confirmed that "the occupants of the position about which there was the greatest amount of ambiguity (in this case employees in a life insurance company) would show the greatest amount of anxiety..." (Wispe and Thayer, 1957, p. 47).

Quoting Nolte, Baron says that the answer to the problem of role ambiguity lies with administrators; he recommends that administrators pay close attention to the personalities of their subordinates and the specific demands of the position when staffing.

> The genius of administration lies in the endless process of diagnosing, defining, classifying, and interpreting roles, in the context of an intimate knowledge of the personalities of a large and varied staff. It is a competency which requires to be based on a clear understanding of the social and educational goals of the institution, a thorough analysis of the jobs to be done, and a perceptive awareness of the interests, skills and idiosyncrasies of the staff (Baron, 1969, p. 76).

Houle (1976) says that "after any episode begins, adjustments are usually required" (p. 151) and that ultimately "personality breaks through, giving uniqueness to the performance of even the most well-established role" (p. 168).

In sum, when defining roles it is important to be as specific as possible.

> The best solution to role conflict according to Rothman is to blend and balance expectancy within the existing role. This can be acc 85/86omplished by clearly identifying and specifying the role and then obtaining mutual agreement from those related to or concerned with the role. Time taken from ongoing operations to clarify roles and tasks is usually well worthwhile. However, note that role ambiguity and lack of role concensus may at times promote creativity and pursuance of 'multiple valued objectives' (Boyle, 1981, p. 85-86).

Program Planning Tasks

In organizing the written questionnaire for this study three major sources were consulted in selecting appropriate tasks for inclusion in the questionnaire. These sources were:

1. "Components of an Adult Education Programming Framework" by Cyril Houle, The Design of Education, 1972, p. 47. In outline form, Houle lists seven steps in program design and breaks down two of the seven steps as follows:

    1. A possible educational activity is identified
    2. A decision is made to proceed
    3. Objectives are identified and refined
    4. A suitable format is designed
        a. Resources
        b. Leaders
        c. Methods
        d. Schedule
        e. Sequence
        f. Social reinforcement
        g. Individualization
        h. Roles & relationships
        i. Criteria of evaluation
        j. Clarity of design
    5. The format is fitted into larger patterns of life
        a. Guidance
        b. Life style
        c. Finance
        d. Interpretation
    6. The plan is put into effect
    7. The results are measured and appraised.

2. "Phases of a Major Program" by Patrick Boyle, Planning Better Programs, 1981, p. 185. Boyle lists nine program development steps and breaks down the "action" step into eight parts:

    1. Organizational and individual commitment
    2. Situational analysis
    3. Broad program objective
    4. Identification of resources and support
    5. Program design
    6. Instructional design

7. Action (calendar of events and activities) January-December
    a. Learning opportunity
    b. Time
    c. Specific objectives
    d. Target clientele
    e. Planning learning experiences
    f. Content:
        Introduction
        Body
        Summary
    g. Instructional resources:
        Methods
        Techniques
        Devices
    h. Evaluation
8. Program's value
9. Communication of results.

3. A "Checklist for Developing a Workshop or Conference" by John M. White identifies forty-one tasks in program development. A complete list is included in Appendix A.

Summary

This review of the literature has shown that the roles of the adult education administrator and the program planner are broad and frequently overlap. At the present time both the administrator's and the program planner's roles in the area of program development are still evolving. It may be some time before the tasks specifically attributable to either professional are definitively defined. During the interim, the writers suggest that numerous roles and tasks are involved in designing and implementing educational programs for adults.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The general goal of this study was to provide information about the job tasks of the administrator and the program planner in the development, implementation and evaluation of educational programs for adults.

More specifically, this study was designed to determine:

1. the extent of agreement between administrators and program planners on defining who performs which tasks in program development;
2. specific tasks which both the administrator and the program planner assume the responsibility for performing;
3. if problems evolved from task overlap;
4. the nature of the problems; and
5. how problems are resolved.

The purpose of this chapter is to describe the methods and procedures used to obtain the data for this study.

The Study Sample

Twenty subjects who were members of ten administrator/program planner teams participated in this study. At the time of the study, all 20 were employed in adult education programs in their organizations or institutions within the Minneapolis/St. Paul, Minnesota metropolitan area.

Five teams worked in the private sector and five teams worked in the public sector. Each team consisted of an administrator and a program planner involved in planning, implementing and evaluating educational programs for adults. Team members were from the same department within their institution or organization. The researcher requested that the team members not discuss any aspect of their responses with each other during the study. Previous to participation in the study, each subject was assured of the confidentiality of her responses.

Selection Criteria

The 20 subjects for this study were selected based on the following criteria:

1. Did the particular public or private organization plan, implement, and evaluate educational programs for adult learners?
2. Did the organization have at least one administrator and two or more program planners involved in program development for adult learners?
3. Did the individual meet either of the definitions of (1) administrator or (2) program planner?
4. Was the individual willing to voluntarily participate in both aspects of this study--the written questionnaire and the tape-recorded oral interview?

Sample Recruitment

The names of the 20 subjects were acquired from a variety of sources:

1. Co-workers, peers and University of Minnesota faculty in adult education.
2. Graduates or current graduate students in adult education at the University of Minnesota.
3. Friends, peers, and co-workers.
4. Potential subjects who were unable to participate. For example, one individual declined to participate saying she felt someone else in her department had more program planning responsibilities. She provided the name and telephone number of the individual, who subsequently became a subject in this study.

A total of twenty-five individuals was suggested by various sources. Despite the busy Christmas holiday season and heavy work schedule of subjects, the researcher found potential subjects willing to help. During the initial telephone conversation only the one individual described above declined to participate for the reason given.

Some reasons for the subjects' willingness to participate might have included:

1. The researcher called by telephone which was more personal than a letter and carefully explained or clarified any areas of question, and assured subjects of confidentiality.
2. Since a total of only 20 people was involved in the study, the researcher stressed with each potential subject how important her individual input was to the success of the study.

3. The researcher agreed to meet with the subject at her convenience.
4. Some subjects expressed curiosity about the content of the study and were interested in participating in authentic, original research.
5. Some subjects knew the graduate program in adult education at The University of Minnesota.

The only hesitations to participation were due to time constraints or, as mentioned earlier, one potential subject suggested someone else whom she thought would be more helpful. However, some subjects requested reassurance of confidentiality; this was requested despite earlier written and verbal confirmations of confidentiality.

The distribution of subjects is shown below.

Table 1

Distribution of Subjects

PUBLIC SECTOR			PRIVATE SECTOR		
Program Administrator		Program Planner	Program Administrator		Program Planner
"	Team 1/2	"	"	Team 11/12	"
"	Team 3/4	"	"	Team 13/14	"
"	Team 5/6	"	"	Team 15/16	"
"	Team 7/8	"	"	Team 17/18	"
"	Team 9/10	"	"	Team 19/20	"
5		5	5		5

Development of the Instruments Used in the Study

The researcher developed two instruments expressly for use in this study. The first was a written, forced-choice, self-administered questionnaire. The second was an oral interview schedule.

The Forced-Choice Questionnaire

Purpose. The questionnaire was designed to obtain demographic information about the respondents and to provide information about the specific job tasks of the administrator and the program planner in the development, implementation, and evaluation of educational programs for adults.

Sources of Items. Various sources were consulted in determining the tasks involved in planning, implementing and evaluating educational programs for adults. The major printed sources used were:

1. Houle, Cyril O., The Design of Education, San Francisco: Jossey-Bass, Inc., 1972.
2. Boyle, Patrick, Planning Better Programs, New York: McGraw-Hill, 1981.
3. "Checklist for Developing a Workshop or Conference" compiled by John M. White Jr., Coordinator of Continuing Education in the Health Related Professions O.R.M.P., Oklahoma Regional Medical Program, 828 Northeast Fifteenth Street, Oklahoma City, Ok., 73104.

In addition, three adult education specialists working in program development in the public sector and two working in the private sector suggested additional tasks.

Description. This questionnaire consisted of two sections. Section I asked three brief descriptive questions about each participant:

> What is your present job title?
> What is the number of years in your current job?, and
> Estimate the percentage of your time spent in an average week on tasks performed in administration and in program development.

Section II consisted of a seven page list of 80 tasks, grouped in nine components:

I. Organizational Philosophy and Mission (3 tasks)
II. Personnel
    A. Staff (11 tasks)
    B. Planning/Advising/Task Force Committee (5 tasks)
    C. Other Personnel (7 tasks)
III. Cosponsorship-Cooperation (3 tasks)
IV. Finances (7 tasks)
V. Physical Facilities (3 tasks)
VI. Program Design (15 tasks)
VII. Promotion and Marketing (11 tasks)
VIII. Services for Program Participants (Learners) (4 tasks)
IX. Evaluation (11 tasks).

Care was taken to include tasks relevant to both public and private adult education programs, and to use terminology easily understood by both public and private adult educators.

At the beginning of Section II, the purpose of the questionnaire was briefly stated and instructions were given to the subjects.

> "The purpose of this questionnaire is to obtain your perceptions of who is responsible for certain tasks in offering adult education programs."

The INSTRUCTIONS asked subjects to

> "...indicate who in your department is primarily responsible for each task listed by checking the appropriate column. Although there are 5 choices, check only 1 response to each question. Before starting the questionnaire, pause to familiarize yourself with the 5 choices."

The five response choices, as listed from left to right, were:

1. MANAGER/DIRECTOR/ADMINISTRATOR
   primarily
2. MANAGER/DIRECTOR/ADMINISTRATOR
   & CONSULTANT/SPECIALIST/PLANNER
   both perform this function
3. CONSULTANT/SPECIALIST/PLANNER
   primarily
4. Someone Else
5. Not Applicable

A copy of the questionnaire including the 80 tasks is in the Appendix (See APPENDIX D).

Validity and Reliability. Five adult education practitioners and two faculty members reviewed drafts of the questionnaire for face validity and content validity. Attention was given to:

1. appropriateness of items,
2. chronological sequence,
3. completeness,
4. relevancy to work environment (both public and private),
5. clarity of expression,
6. definition of terms, ideas
7. other.

All consultants provided valuable feedback, and, as a result of their suggestions, revisions were made to the questionnaire. Other tests of reliability and validity were not done. The questionnaire was also reviewed and approved by The University of Minnesota Committee on the Use of Human Subjects in Research.

The Oral Interview Schedule

Purpose. The purpose of the oral interview schedule was to look at the tasks which the respondent had checked in the written questionnaire as being shared with her team member to

> "...reveal if job overlap has resulted in any problems or difficulties which people studying program planning can resolve ahead of time, or be prepared to deal with on the job. This is not meant to be an evaluation; it is merely a discussion about the difficulties or problems that might arise when two people are working on the same tasks."

Sources of Items. Using the subject's questionnaire responses, the researcher determined which tasks in the questionnaire were shared between team members. (A tabulation sheet used for this purpose is attached in APPENDIX F.)

Of the nine components in the questionnaire, only components with more than 50 percent of the tasks checked by the subjects as shared were selected for discussion with the subject. For example, in component IIA on personnel staffing it was possible to share 11 tasks. The researcher only inquired about this component in the oral interview if at least six of those tasks had been checked by the subject as shared. The rationale for doing this was:

1. It would take a long time to focus on each task individually, and the subject might not respond thoughtfully, carefully, or completely if the interview dragged on.
2. The researcher had earlier indicated that the oral interview schedule would take no more than 45 minutes of the subject's work time.
3. It was assumed that more useful answers could be obtained by discussing each component as a whole, rather than looking at individual tasks within a component.

However, if a subject focused on a particular task, either shared or unshared, during the interview, the researcher did not discourage this. Rather, after the subject finished speaking the researcher brought the subject back to the component being discussed.

Looking at each component where more than 50 percent of the tasks were shared the researcher asked, "Has this (sharing of tasks) presented any problems, from your point of view, when the two of you work together?", or restating, "From your perspective, has this sharing of tasks presented any problems?".

If the subject said, "Yes," the researcher asked, "What are those problems?". If the subject said, "No" the researcher asked, "Why do you think you've been able to work together on these tasks and not have it present any problems?".

The researcher continued this series of questions for all of the nine components where job sharing was indicated.

A copy of the oral interview schedule is included in the appendix (see APPENDIX G).

Data Collection

The Forced-Choice Questionnaire

The researcher originally planned to call each potential participant inquiring about willingness to participate in the study and immediately send the questionnaire if the potential participant agreed to be a subject; a follow-up telephone call to make an appointment for the personal interview was to occur after seven to ten days. However, for a variety of reasons including the busy Christmas holiday season; the difficulty of reaching potential participants, many of whom were on vacation; and the researcher's desire to administer all of the oral interview schedules in January, the researcher combined the two tasks of soliciting participation and making the January oral interview schedule appointment during the initial telephone conversation. This caused no perceived problems.

Between December 15-23, 1981 initial telephone contacts were made with potential subjects and, if they agreed to participate, a January appointment to administer the oral interview schedule was also arranged. Immediately after the potential participant agreed to be a subject, a cover letter, the written questionnaire, and a return envelope were mailed. A copy of the initial telephone conversation, the cover letter, and the written questionnaire are included in the appendix (see APPENDICES B, C, D).

The questionnaires were received from all 20 subjects at least one week before the oral interview was scheduled.

The Oral Interview Schedule

Two days before the oral interview schedule, the researcher telephoned each subject reconfirming the appointment time and date. The two team members had been purposely scheduled for interviews back-to-back on the same day. Reasons for this were:

1. It saved travel time and costs for the researcher.
2. It avoided any possible discussion of the oral interview between the two team members.
3. The researcher and subjects experienced similar variables prior to the interviews such as day-to-day work problems and attitudes, and weather.
4. The researcher was able to think of the subjects as a team since they were interviewed close together with no time break.

No effort was made to schedule either the administrator or the program planner first. Whoever wished to be first was scheduled thus.

No prearranged order was used for the interviews with the public or the private education teams. The order was randomly determined depending on what was convenient for the two subjects involved. However, it turned out that generally the public education teams preferred to be interviewed earlier in January and the private education teams later in January.

Of the 20 interviews scheduled for January, 18 took place as planned. All interviews were conducted during the work day while the subject was at her place of employment with the exception of one interview which was changed at the last minute to the home of an ill subject. Two interviews were delayed until February due to blizzards. Each interview lasted between 20 minutes to one hour and was tape-recorded. All the interviews were transcribed by the researcher within one week after the interview. The tapes were then erased.

Data Analysis

The characteristics of the study sample were determined by frequencies, percentages, and means.

The data from the written questionnaire were hand tabulated on a formed developed by the researcher (see APPENDIX F). This form, titled "Responses to Written Questionnaire," contained the 80 tasks in the questionnaire. Tasks which the subject had checked in the questionnaire as shared between herself and her coworker were reported on the tabulation sheet. These data were summarized as frequencies and percentages.

During the oral interview, the researcher referred to the completed tabulation sheet for each subject. Only those components in the questionnaire having more than 50 percent of the tasks checked by the subject as shared were selected for discussion with the subject. The oral interview schedule was then transcribed and analyzed for the following themes:

1. Do problems evolve from task overlap?;
2. What is the nature of the problems?; and
3. How are problems resolved?

The themes were then analyzed in terms of frequency of mention.

Limitations

Some of the respondents knew the researcher, the researcher's advisor, and other faculty in the graduate program. This familiarity may have resulted in more willingness to cooperate, more interest in the study, a better understanding of adult education, program development, relevant terminology, and more openness during the oral interview schedule.

Although the criteria for being selected as a subject included at least one year of work experience at the work site, one subject had been working only six months at her present job when the study was done. However, she was included as a subject because it wasn't discovered until after the data collection started that she had worked at that site less than six months. However, she had a number of years experience in program planning.

Some subjects told the researcher that despite directions to the contrary, they had discussed the written questionnaire with each other before the oral interview schedule. However, none was able to discuss the oral interview schedule with the other team member as the interviews were done back-to-back with no time available for conversation between interviews.

Even though the participants agreed to be honest in their responses to the questionnaire and the oral interview schedule, there is no way of determining if they were so. Participants may have been unwilling to reveal negative information, especially to an unfamiliar person. Subjects may also have tried to provide information they thought the researcher wanted to hear.

The sample was chosen from residents of Minneapolis/St. Paul, Minnesota metropolitan area. This geographic area might not be representative of adult educators living in other geographic areas. Therefore, generalization to the larger population of adult educators is limited.

Some subjects may not have understood the purpose of the study, taken the time to carefully read the directions on the questionnaire, or thoughtfully answered the questionnaire. For example, one subject checked that she herself did 60 of the 80 tasks listed on the questionnaire.

Summary

The sample consisted of 20 adult education professionals working in public and private adult education settings in the Minneapolis/St. Paul, Minnesota metropolitan area. They were identified from referrals and personal contacts.

The data obtained in this study were obtained through a written questionnaire and an oral interview schedule designed by the researcher with assistance from faculty members and professionals working in public and private adult education programs.

The questionnaire consisted of two sections. Section I asked for descriptive information about each subject. Section II consisted of a seven-page list of 80 tasks associated with program development; subjects were asked to check for each of the 80 tasks whether it was the responsibility of the program administrator; the program planner; or whether the task was shared by the two of them.

Approximately two weeks after the subjects completed the questionnaire a follow-up personal interview was conducted. The interview sought individual responses to the questions pertaining to the sharing of tasks between the two professionals.

The data obtained from the questionnaire and the oral interview were analyzed for the following purposes:

1. The extent of agreement between administrators and program planners on defining who performs which tasks in program development;
2. Specific tasks which both the administrator and the program planner assume the responsibility for performing;
3. If problems evolved from task overlap;
4. The nature of the problems; and
5. How problems are resolved.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The goal of this study was to provide information about the specific job tasks of the administrator and the program planner in the development, implementation, and evaluation of educational programs for adults.

The researcher developed the written questionnaire and the oral interview schedule used in this study. The questionnaire was administered in December, 1981 and the oral interview schedule was administered in January, 1982. The findings, based on those two instruments, make up this chapter. The data were collected and tabulated by the researcher. This chapter presents the analysis of that data and is organized in sections as follows: (1) characteristics of the sample, and (2) specific information pertaining to each of the five purposes of this study.

Characteristics of the Sample

Three job-related questions were asked of the subjects. They pertained to job title, number of years in current job, and percentage of time spent in an average week in administration and in program planning.

Gender of the Subjects

Eleven female and nine male subjects participated in this study. Of the administrators in the public setting, two were male and three were female, and in the private setting four were male and one was female. Of the program planners in the public setting one was male and four were female, and in the private setting two were male and three were female. (See Table 2.)

Five of the ten teams were composed of partners of the same gender. Of the five teams where the two participants were the same gender, four teams were in the public sector and one was in the private sector. Three of the public sector teams included only female members and one included only men. Only one private sector team was of the same gender (i.e. male).

There were no teams in public education and only one in private education where the administrator was female and the program planner was male.

There was one team in public education and three in private education where the administrator was a male and the program planner was a female.

Table 2

Gender of Administrators and Program Planners

N=10

	Male	Female
Administrators		
Public	2	3
Private	4	1
subtotal	6	4
Program Planners		
Public	1	4
Private	2	3
subtotal	3	7
TOTALS	9	11

Job Title

Three of the five administrators in the public setting had the term "director" in their titles while three of the five administrators in the private setting had the term "manager" in their titles. No public administrator had the term "manager" in her title. However, one private administrator had the term "director" in her title. (See Table 3)

Among the program planners there was a great variety of job titles; particularly in the private sector. In the public sector, two individuals had the word "program" and two had the work "director" in their titles, only one individual's title acknowledged special expertise as a "program specialist". In the private sector, a variety of terms identified the program planners in this study: instructor, administrator, consultant, manager, and superintendent were used. (See Table 3.)

Table 3

Subject's Titles

	Administrators	Program Planners
Public	Director	Associate Director
	Program Leader	Extension Agent
	Associate Dean	Program Director
	Director	Continuing Education Coordinator
	Executive Director	Program Specialist
Private	Supervisor	Systems Training Representative
	Training Manager	Technical Writer/Instructor
	Manager	(New Hire Orientation) Administrator/Consultant
	Director	Educational Services Manager
	Manager	Superintendent

Number of Years in Current Job

Of the 10 administrators who participated in this study, the number of years in their current jobs ranged from a high of 11 years to a low of one year, with a mean of 5.1 years. Similarly, number of years in their current job ranged from 12 years to six months, with a mean of 4.9 years for the 10 program planners.

For administrators in the public setting, the number of years worked ranged from 10 to 3.75 with a mean of 6.5 years while administrators in the private setting had worked from 11 years to one year; two individuals had only one year of experience. The mean was 3.8 years.

Of the program planners in the public setting, the number of years worked ranged from a high of 12 to a low of two with a mean of 8.2 years. In private education, the number of years experience for program planners ranged from three years to six months, with a mean of 1.6 years. (See Table 4.)

Table 4

Number of Years in Current Job

	Administrators	**Program Planners**
Public	10 high 7½ 7 5 3 1/4 low 32 3/4 sub-total mean = 6.5 years	12 high 11 3½ 2½ 2 low 41 sub-total mean = 8.2 years
Private	11 high 4 2 1 1 low 19 sub-total mean = 3.8 years	3 high 2 1½ 1 ½ low 8 sub-total mean = 1.6 years
Total	32 3/4 19 51 3/4 years mean = 5.1 years	41 8 49 years mean = 4.9 years

Estimated Percentage of Time Spent in Administration and in Program Planning Tasks

Table 5 displays the administrator's and the program planner's individual responses to the question, "Estimate the percent of your time spent in an average week in administration and program planning tasks." Responses are arranged from high to low in terms of the administrator's responses as to the amount of time she sees herself doing administrative tasks. Her team member's responses are listed beside hers, so the program planner's responses are not necessarily listed from high to low.

Of the ten administrators who participated in this study three individuals, two public and one private, saw themselves doing administrative tasks for 90 percent of the time. The lowest administrative score was 25 percent, and the mean score for administrators was 66 percent.

The range for the ten program planners doing program planning tasks was from 100 percent for five of the ten individuals to 60 percent; the mean for both public and private program planners was 90 percent.

The public administrators did not see themselves deing as much administration as did the private administrators. Of the public administrators, only two of the five saw themselves primarily as administrators; one saw herself as dividing her time equally between administration and program planning; two saw themselves as spending approximately three-fourths of their time doing program planning tasks. By contrast, all five private administrators saw themselves primarily as administrators doing administrative tasks 70-90 percent of their

Table 5

Percentage of Time Spent by Subjects In Administrative and Program Planning Tasks

	Administrators:				Program Planners:	
	Administrative tasks		Program Planning tasks		Administrative tasks	Program Planning tasks
	%		%		%	%
	90	high	10	←teams→	0	100
	90		10	"	5	95
Public Teams	50		50	"	20	80
	30		70	"	0	100
	25	low	75	"	0	+ 100
mean	57		43		5	95
	90	high	10	"	10	90
	75		25	"	25	75
Private Teams	75		25	"	40	60
	70		30	"	0	100
	70	low	30	"	0	100
mean	76		24		15	85
overall mean	66		33		10	90

time. Therefore, while all ten of the administrators do some program planning, the public administrators report they do more program planning than do the private administrators.

Both the public and the private program planners believe they do extensively more program planning than they do administrative tasks. However, the private program planners report slightly more involvement in administrative tasks than do the public program planners (15 percent versus 5 percent).

In sum, public administrators more frequently see themselves dividing their time between administration (57 percent) and program planning (43 percent) while their program planners see themselves spending 95 percent of their time doing only program planning tasks. By contrast, private administrators view themselves as spending more of their time administering than their counterparts in public adult education administration (76 percent versus 57 percent). However, private program planners report that they get more involved in administrative tasks than their counterparts in the public educational sector (15 percent versus 5 percent). Both groups of administrators reported more involvement in the tasks of their subordinates than the subordinates reported involvement in the tasks of their administrators.

Summary of Characteristics

The ten administrators (six were male and four were female) had an average of 5.1 year's experience in their current jobs and spent approximately 66 percent of their time in administration and 33 percent of their time in program planning. In public education, their job titles would probably include the term "director" whereas in public education they would probably include the term "manager".

The ten program planners were primarily female (seven female versus three male) with an average of 4.9 years of experience in their current jobs. They spent approximately 90 percent of their time in program planning and 10 percent in administration. Their titles varied considerably in both sectors.

Extent of Agreement Between Administrators and Program Planners on Defining Who Performs Which Tasks in Program Development (purpose 1)

In the questionnaire, administrators and program planners were asked to identify who performed 80 selected tasks associated with program development. This section presents the results on the extent of agreement between administrators and program planners and between public and private sector adult educators. First, comparisons between the public and private educators are shown. The succeeding tables provide more specific data with Table 7 containing information on the extent of general agreement among the five public and the five private teams. Table 8 illustrates the agreement within teams by job function; Tables 9 and 10 show the disagreements within teams as to job function. Table 11 displays the non-applicability of tasks. In Table 12, the agreement within public and private sectors on nine components of program development is shown. Tables 13 and 14 show the agreement within teams respectively on each component and on job function by program development component. Table 15 lists the tasks according to the overall percentage of agreement by the combined public and private teams. Table 16 shows the agreement between the public and private sectors on task assignment to the same professional.

Comparison of Agreement Between Public and Private Adult Educators

This section presents the data on the extent that adult educators in public and private sectors agree as to who does what in program development (see Table 6).

There were 80 program development tasks listed in the questionnaire, and a total possible agreement of 400 times (80 tasks rated by five teams in each group).

As a subgroup, the public educators agreed a total of 211 times (53 percent) out of a possible 400 tasks; they disagreed 189 times (47 percent). The private educators agreed a total of 165 times (41 percent) and they disagreed 235 times (59 percent). In considering the total group, team members agreed on 235 tasks for a percentage of 47.

As a group, the adult educators agreed approximately on one-half of the tasks as to who performs which tasks in program development. However, the private educators agreed less than did the public educators. The public educators agreed on 46 more tasks than did the private educators (211 versus 165).

Table 6

Agreement on Performance of Program Development Tasks by Public and Private Adult Education Sectors

	Agreements		Disagreements	
	N	%	N	%
Public Educators (N = 400)	211	53	189	47
Private Educators (N = 400)	165	41	235	59
Totals (N = 800)	376	47	424	53

Extent of General Agreement Among the Five Public and the Five Private Teams

Table 7 lists the total number and percentage of agreements of each of the ten teams. The total possible number of agreements per team was 80.

The range among public education teams was from 28 (35 percent) to 51 (64 percent). The mean was 42 agreements (53 percent). The range for private education teams was from 22 (28 percent) to 40 (50 percent); their mean was 33 (41 percent).

Within the public and private sectors, there was a similar trend of three teams with relatively high agreements and two teams with low agreements. Three public education teams were in agreement on 60 percent or more of the tasks; the two highest private education teams agreed on 50 percent of the tasks and a third team agreed almost 50 percent of the time.

Table 7

Number and Percentage of Agreement of Each Team

(N = 80)

Team:	Number	Percent
Public		
1/2	49	61
3/4	51	64
5/6	50	63
7/8	28	35
9/10	33	41
Totals (N = 400)	211	189
mean	42	53
range	28-51	35-64
Private		
11/12	40	50
13/14	40	50
15/16	25	31
17/18	38	48
19/20	22	28
Totals (N = 400)	165	235
mean	33	41
range	22-40	28-50

Agreement Within Teams by Job Function

Table 8 illustrates the number of times the team members agreed as to who has the responsibility for each of the 80 tasks. Their five choices were: administrator, shared between administrator and program planner, program planner, someone else, and not applicable. For example, Team 3/4--which agreed the most--said that eight tasks were the responsibility of the administrator, 30 were done by the program planner, and thirteen were shared.

In public education, the most agreement between the two team members was in terms of tasks which are performed by the program planner. Of the public educators, 122 or 58 percent of their 211 agreements, related to program planner. Four teams (1/2, 3/4, 5/6, and 7/8) had at least 50 percent of their agreements on tasks performed by program planners. This suggests that when public educators agree, they see one-half of the program development tasks included in this study as the responsibility of the program planner. However, one public education team could not agree that any task was the responsibility of the program planner.

In private education the opposite was reflected. Mutual agreement between team members indicated that, when there was agreement, either administrators were believed to be responsible for program planning or that administrators shared these tasks with their program planners. Program planners were primarily responsible for program planning tasks only about one-third as frequently as administrators or when shared (35 versus 57/59). The most agreements by a specific team, 22 and 20,

Table 8

Agreement Within Teams as to Job Function

(Number of times the administrator and program planner on each team agreed a task is the responsibility of the professional listed)

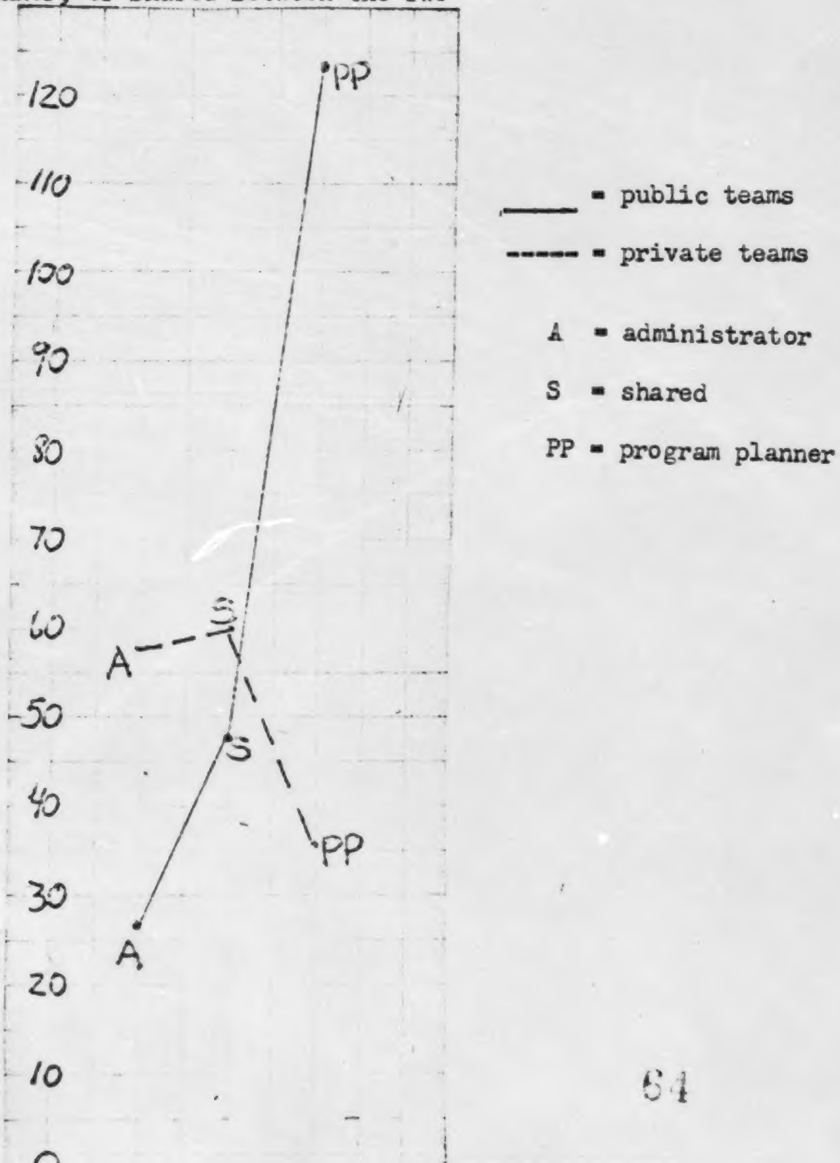
	Administrator		Shared Between Administrator and Program Planner		Program Planner		Someone Else		Not Applicable		Total Number of Agreements
	N	%	N	%	N	%	N	%	N	%	N
TEAMS:											
Public:											
1/2	3	6	1	2	44	90	1	2	0	0	49
3/4	8	16	13	25	30	59	0	0	0	0	51
5/6	4	8	12	24	33	66	1	2	0	0	50
7/8	3	11	8	28	15	54	2	7	0	0	28
9/10	9	27	14	43	0	0	10	30	0	0	33
subtotals (N = 211)	27	13	48	23	122	58	14	6	0	0	211
Private:											
11/12	8	20	22	55	10	25	0	0	0	0	40
13/14	20	50	9	23	10	25	1	2	0	0	40
15/16	10	40	8	32	6	24	1	4	0	0	25
17/18	11	29	17	45	9	23	1	3	0	0	38
19/20	8	36	3	14	0	0	3	14	8	36	22
subtotals (N = 165)	57	34	59	36	35	21	6	4	8	5	165
Grand Totals	84	22	107	29	157	42	20	5	8	2	376
Range	3-20		1-22		0-44		0-10		0-8		22-51
Mean	8.4		10.7		15.7		2		.8		37.6
Mode	8		--		0/10		1		0		40

were respectively for tasks being shared or handled by the administrator.

Thus, in these specific work settings, the administrators were seen as having more responsibility for program development in private education while the program planners had more responsibility for program development in public settings. This is illustrated in Figure 1.

Figure 1

Total Number of Times the Public and Private Educators Agreed on Who Has Responsibility for Program Development Tasks: the Administrator, the Program Planner, or Shared Between the Two



Disagreement Within Teams as to Job Function

In Table 6, it was shown that public teams disagreed on who performed 47 percent and private teams disagreed on 59 percent of the program development tasks. Table 9 displays the public and Table 10 displays the private sector data regarding the number of times out of 80 that the administrator and the program planner on each team agreed and disagreed as to which tasks were the responsibility of the professional listed.

For example, Team 1/2 agreed that administrators performed three out of 80 tasks. However, administrator number 1 said that administrators should also do three additional tasks which the program planner, number 2, did not check as tasks she (the planner) perceived as being done by administrators. Program planner number 2 checked four other tasks she believed as being the responsibility of the administrator which her counterpart did not check as administrative tasks. Therefore, they disagreed seven times. This is shown in the Table as 3/4 with the numerator reporting the administrator's opinion, the denominator showing the program planner's opinion, and the number to the left of 3/4 indicating the total number of disagreements between the two individuals.

In Table 9, differences among administrators and program planners in public settings were found:

1. Administrators and planners disagreed on approximately 50 percent of the tasks.

Table 9

Disagreements Within Public Teams as to Job Function

*A = administrator
PP = program planner

Team	Administrator			Shared			Program Planner			Someone Else			Not Applicable			TOTALS	
(Public)	agreements	disagreements	differences	agreements	disagreements	differences	agreements	disagreements	differences	agreements	disagreements	differences	agreements	disagreements	differences	agreements	differences
			A/PP*			A/PP			A/PP			A/PP			A/PP		A/PP
1/2	3	7	3/4	1	8	0/8	44	27	26/1	1	18	0/18	0	2	2/0	49	31/31
3/4	8	6	3/3	13	20	11/9	30	20	9/11	0	6	4/2	0	6	2/4	51	29/29
5/6	4	9	5/4	12	29	11/18	33	20	13/7	1	1	1/0	0	1	0/1	50	30/30
7/8	3	28	21/7	8	40	22/18	15	22	9/13	2	7	0/7	0	7	0/7	28	52/52
9/10	9	3	3/0	14	39	1/38	0	40	40/0	10	11	2/9	0	1	1/0	33	47/47
Total	27		35/18	48		45/91	122		97/32	14		7/36	0		5/12	211	189/189

2. As a group, administrators thought they should do twice as many tasks as program planners thought administrators should do (35 versus 18).
3. Administrators thought they should share only one-half as many tasks with the program planners as the program planners thought the administrators should share (45 versus 91).
4. Administrators thought program planners should do three times as many tasks as program planners thought they themselves should do (97 versus 32).

In sum, the administrator's vision of her job responsibilities substantially contrasted with the program planner's vision of the administrator's job responsibilities. When they disagreed, administrators thought they should do 18 percent of the tasks listed, share 24 percent of the tasks, and delegate 51 percent of the tasks to the program planner. By contrast, the planners saw the administrators working independently on 10 percent of the tasks, sharing 48 percent of the tasks (or twice as many as the administrators indicated they desired to share), and handling 17 percent of the tasks as program planners; someone else or "not applicable" accounted for 25 percent of the tasks.

In looking at individual teams in the public sector, administrator/program planner disagreement is noted:

1. While the administrator and the program planner in Team 1/2 agreed that the planner should do 44 tasks, the administrator also wished to delegate 25 additional tasks to the planner which the planner did not see herself being responsible for (26 versus 1). This

planner also attributed the most tasks (18) to "someone else".

2. The administrators and the planners in Teams 3/4 and 5/6 had relatively compatible views of the distribution of tasks.
3. The administrator in Team 7/8 follows the pattern of extensive administrator involvement in program development which was similar to the private sector pattern. She saw herself sharing or doing more tasks independently than her planner agreed on. However, the planner saw 18 tasks being shared with the administrator that the administrator did not see. This planner attributed 14 tasks to "someone else" or "not applicable".
4. Team 9/10 was the most diverse in that the administrator saw the planner as independently responsible for 40 tasks which the planner viewed as shared.

Extremes in lack of agreement occurred in Teams 7/8 and 9/10. Team 7/8 disagreed a total of 28 times on administrative tasks, 40 times on shared tasks, and 22 times on program planner tasks. Team 9/10 disagreed a total of 39 times on shared tasks and 40 times on program planner tasks.

Table 10 displays differences between administrators and program planners in the private sector teams. Where there was disagreement on who has responsibility:

1. Administrators thought they should do twice as many tasks as program planners thought the administrators should do (92 versus 42).
2. Administrators thought program planners should do only one-eighth of the tasks that program planners thought they themselves should do (8 versus 62).
3. However, administrators thought they should share only three-fourths as many tasks as program planners thought should be shared (79 versus 103).

As in the public setting, the private administrator's views conflict with the private program planner's views, but in a different way. When they disagreed, administrators saw themselves as responsible for 39 percent of the tasks, as sharing tasks 34 percent, and as delegating to planners 3 percent. (Administrators felt that "someone else" should perform 10 percent of the tasks and found 14 percent of the tasks "not applicable" to her setting.)

Planners saw administrators working independently on only 18 percent of the "disagreed upon" tasks, administrators and planners sharing 45 percent of the tasks, planners working independently on 27 percent of the tasks, and 10 percent of the tasks being done by "someone else" or not applicable to their work.

In this setting, administrators tend to do twice as many tasks as the planners consider appropriate. While there is more agreement on

Table 10

Disagreement Within Private Teams as to Job Function

* A = administrator
PP = program planner

Team	Administrator			Shared			Program Planner			Someone Else			Not Applicable			TOTALS	
(Pri- vate)	agreements	disagreements	differences A/PP*	agreements	disagreements	differences A/PP	agreements	disagreements	differences A/PP	agreements	disagreements	differences A/PP	agreements	disagreements	differences A/PP	agreements	differences A/PP
11/12	8	19	12/7	22	32	19/13	10	8	0/8	0	6	2/4	0	8	7/1	40	40/33
13/14	20	11	4/7	9	29	27/2	10	24	2/22	1	6	2/4	0	10	5/5	40	40/40
15/16	10	26	10/16	8	25	7/18	6	21	4/17	1	18	14/4	0	20	20/0	25	55/55
17/18	11	20	8/12	17	38	26/12	9	17	2/15	1	7	6/1	0	2	0/2	38	42/42
19/20	8	58	58/0	3	58	0/58	0	0	0/0	3	0	0/0	8	0	0/0	22	58/58
Total	57		92/42	59		79/103	35		8/62	6		24/13	8		32/8	165	235/228

shared tasks, there would be considerable disagreement on tasks performed by program planners because the administrator sees "someone else" (10 percent) doing more of the tasks where there is disagreement than the planner (3 percent).

Looking within teams in the private sector, the following can be noted:

1. Team 11/12 had, with the exception of shared tasks, a relatively similar view of task distribution.
2. Team 13/14 and 17/18 were similar in that the planners thought they should do more tasks independently while the administrators preferred to share more tasks.
3. In Team 15/16, the planner evenly distributed the tasks between herself, shared, and the administrator. However, the administrator was unique among the 20 subjects in that she gave a total of 34 tasks to "someone else" (14) or considered them not applicable (20) to her particular work setting.
4. Team 19/20 provided another unique division of labor profile. This administrator saw herself responsible for 58 of the 80 tasks, whereas the planner felt that they shared 58 tasks; this case presented the most extreme lack of agreement between team members.

In comparing the public and the private teams on tasks where disagreement occurred, the administrators in both sectors saw themselves doing independent tasks about twice as often as their program planners did. However, private administrators saw themselves doing about three times more tasks independently than public administrators saw themselves doing (92 versus 35).

The major differences between the two sectors were in the areas of shared tasks and tasks delegated to the program planner. In the shared task area, both public and private program planners saw themselves having approximately the same amount of responsibility (17 percent in public and 27 percent in private). However, public administrators preferred not to share tasks but instead have their program planners work independently while the private administrators preferred to do the tasks themselves or do the tasks with their planners.

Non-applicability of Tasks

Both the public and the private educator teams agreed that few tasks were the responsibility of someone else or not applicable to their work setting. (see Table 11)

In public education, ten of the 14 tasks checked as done by someone else were contributed to one team; no task was considered not applicable. In the private sector six tasks were cited by four teams as someone else's responsibility and one team accounted for all eight not applicable checks.

Table 11

Number of Times the Educators Agreed that Tasks are the Responsibility of "Someone Else" or "Not Applicable" to Program Development

	Someone Else		Not Applicable	
	N	%	N	%
Public Educators (N = 400)	14	3	0	0
Private Educators (N = 400)	6	1	8	2
Total (N = 800)	20	2	8	1

Agreement Within Public and Private Sectors on 11 Components of Program Development

Table 12 displays the total possible number of agreements in each component of program development and the total number of times each group of public and private educators agreed as to who performs tasks in that component. This table does not clarify which professional performs each task, only how many times the sectors agreed. Figure 2 also displays this information. The percent of agreement as indicated by the overall public and private teams in each component is plotted on the figure.

For example, in component I, "Organizational Philosophy and Mission" the public teams together agreed seven times out of a possible 15 (46 percent) on who, in their combined opinion, performed these particular job tasks. In contrast, the private teams were in agreement on 10 tasks (67 percent).

Among the *public educators*, the component with the greatest agreement was number III, "Cosponsorship/Co-operation" with agreement on 13 of 15 tasks for 87 percent agreement. Their least agreement was in component VIII, "Services for Program Participants" with agreement on seven of 20 tasks for 41 percent agreement.

The *private educators'* greatest agreement was in component I, "Organizational Philosophy and Mission" where they agreed on 10 out of 15 tasks for 67 percent agreement. Their least agreement was in components III, "Cosponsorship/Co-operation" and V, "Physical Facilities" with agreement on three of 15 tasks for 20 percent agreement.

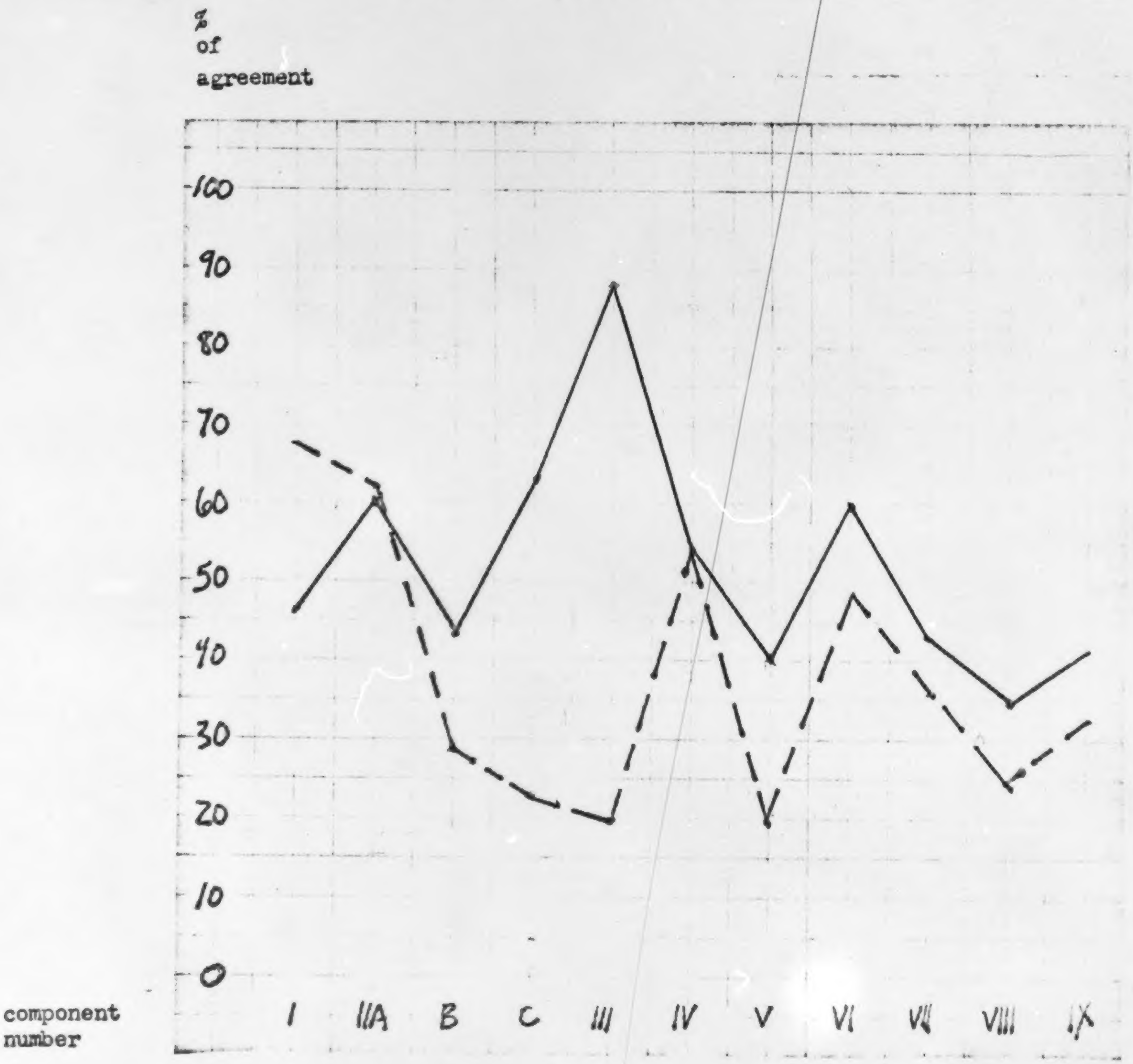
Table 12

Agreement Within Components

Out of a possible x agreements as to who should perform this task		15	55	25	35	15	35	15	75	55	20	55	400
In component x		Organizational Philosophy & Mission I	Personnel--Staff IIA	Personnel--Planning/Advising/Task Force Committee IIB	Personnel--other IIC	Cosponsorship/Co-op III	Finances IV	Physical Facilities V	Program Design VI	Promotion & Marketing VII	Services for Program Participants (Learners) VIII	Evaluation IX	TOTAL number of agreements
This group agreed a total number of N times equaling x percent:													
public teams together	N	7	33	11	22	13	20	6	45	24	7	23	211
	%	46	60	44	63	87	54	40	60	43	35	41	
Private teams together	N	10	35	7	8	3	19	3	37	20	5	18	165
	%	67	64	28	23	20	54	20	49	36	25	33	

Figure 2

Percentage of Agreement in Each Component Between Administrators & Program Planners



Percentage of agreement in each component by sector

____ = Public	46	60	44	63	87	54	40	60	43	35	41
---- = Private	67	64	28	23	20	54	20	49	36	25	33

The greatest disagreement between the two groups was in component III, "Cosponsorship/Co-operation" with a range of 20-80 percent agreement. The greatest agreement between the two groups was in components IIA "Personnel--Staff" with 60 percent public and 64 percent private agreement and IV "Finances" with 54 percent for both the public and private teams.

Over 50 percent agreement occurred in five out of the possible 11 components in the public sector (IIA-60 percent, IIC-63 percent, III-87 percent, IV-54 percent, VI-60 percent) and in three components in the private sector (I-67 percent, IIA-64 percent, IV-54 percent).

Agreement Within Teams on Each Component

Table 13 breaks down Table 12 further by displaying the total number of times each team agreed on who should perform the task within each of the nine components. This table does not provide information as to which professional they agreed on should perform the task, but merely that they agreed. For example, in component I, "Organizational Philosophy and Mission" one team (1/2) agreed on who should perform one of the three tasks listed in that component.

In public education, Teams 1/2 and 3/4 had similar patterns of agreement; they agreed on all tasks in component III, "Cosponsorship/Co-operation" and disagreed on all tasks relating to "Services for Program Participants" (component VIII). Also, Teams 7/8 and 9/10 had similar profiles particularly in components IIB "Personnel-Planning/Advising/Task Force Committee" and VI "Program Design" where team members disagreed. In these same two components the other three teams agreed on 100 and 60 percent of the tasks (component IIB-Personnel-Planning/Advising/Task Force Committee) and on eleven and 14 out of 15 tasks (component VI-Program Design). Team 5/6 had the most consistent agreement across all tasks. The component with the lowest agreement was VIII "Services for Program Participants" where two teams (1/2, 3/4) had zero agreement on four tasks.

Components VI "Program Design" and IIB "Personnel-Planning/Advising/Task Force Committee" are also of interest in that they had both high and low agreements. The range included two teams (3/4, 5/6) who agreed on 14 out of 15 tasks (93 percent) and two other teams

Table 13 (page 1 of 2)

Agreement Within Teams on Each Component (public)

Out of a possible x agreements as to who should perform this task N =	3	11	5	7	3	7	3	15	11	4	11	= 80
equaling x% of 80 % =	3.75	13.75	6.25	8.25	3.75	8.75	3.75	18.75	13.75	5	13.75	100%
in component X	I philosophy & mission	IIA personnel: staff	IIB personnel: committees	IIC personnel: others	III cosponsorship co-operation	IV finances	V physical facilities	VI program design	VII promotion & marketing	VIII services for learners	IX evaluation	
this team agreed a total number of N times:												
PUBLIC												
1/2	1	9	5	5	3	5	1	11	3	0	6	49
3/4	2	7	3	3	3	6	1	14	3	0	9	51
5/6	2	7	3	5	2	4	2	14	6	3	2	50
7/8	0	6	0	4	2	1	1	3	6	2	3	28
9/10	2	4	0	5	3	4	1	3	6	2	3	33
Subtotals	7	33	11	22	13	20	6	45	24	7	23	211

Table 13 (continued-page 2 of 2)

Agreement Within Teams on Each Component (private)

Out of a possible x agreements as to who should perform this task N =	3	11	5	7	3	7	3	15	11	4	11	=	80
equaling x% of 80 % =	3.75	13.75	6.25	8.25	3.75	8.75	3.75	18.75	13.75	5	13.75		100%
in component X	I philosophy & mission	IIA personnel: staff	IIB personnel: committees	IIC personnel: others	III cosponsorship co-operation	IV finances	V physical facilities	VI program design	VII promotion & marketing	VIII services for learners	IX evaluation		
this team agreed a total number of N times:													
PRIVATE													
11/12	2	6	0	0	1	3	1	12	8	0	7		40
13/14	2	6	2	0	0	6	0	10	2	2	10		40
15/16	2	6	0	4	1	5	0	6	1	0	0		25
17/18	1	6	4	3	1	2	2	9	7	2	1		38
19/20	3	11	1	1	0	3	0	0	2	1	0		22
Subtotals	10	35	7	8	3	19	3	37	20	5	18		165

(7/8, 9/10) who agreed only on three of 15 tasks (21 percent). For component IIB, one team (1/2) agreed five out of five times (100 percent) whereas two other teams (7/8, 9/10) agreed zero times.

In private education, the greatest agreement within teams was in components I "Organizational Philosophy and Mission" and IIA "Personnel-Staff." In component I one team (19/20) agreed on three of three tasks and another three teams (11/12, 13/14, 15/16) agreed on two of three. In IIA one team (19/20) agreed 11 out of 11 times and the other four teams all agreed six out of 11 times. Team 19/20 which had complete agreement on all 14 tasks in these two components could agree on only 8 additional tasks, and had zero and one agreement in 4 and 3 components respectively. The least agreement was in components III "Cosponsorship/Cooperation" and V "Physical Facilities." In component V, three teams (13/14, 15/16, 19/20) all agreed zero times. Two teams (13/14, 19/20) agreed zero times and three teams (11/12, 15/16, 17/18) agreed only once on three tasks in component III. There were also two teams with zero agreements on "Personnel-other" (IIC), "Personnel-Planning/Advising/Task Force Committees (IIB), "Services for Program Participants" (VIII) and "Evaluation" (IX).

Comparing the public and private sectors, a number of observations can be made:

1. As recorded on Table 13 with zeros, no agreements occurred in 19 out of the 55 categories (5 in public; 14 in private)
2. Total agreement by both team members occurred only 6 times

out of a possible 110 times:

4 public: Team 1/2 agreed on all tasks in component IIB (Personnel-Planning/Advising/Task Force Committee); Teams 1/2, 3/4, and 9/10 agreed on all tasks in component III (Cosponsorship-Co-operation);

2 private: Team 19/20 agreed on all tasks in components I (Organizational Philosophy & Mission) and IIA (Personnel-Staff).

3. High and low agreements were not the same in the two sectors

In public, the high was component III (Cosponsorship-Co-operation)
the low was component VIII (Services for Program Participants [Learners]);
both high and low were in components IIB (Personnel-Planning/Advising/Task Force Committee) and VI (Program Design).

In private, the highs were components I (Organizational Philosophy & Mission) and IIA (Personnel-Staff);
the lows were in components III (Cosponsorship/Co-operation) and V (Physical Facilities);
both high and low were in component IX (Evaluation).

4. Team 19/20 had 14 out of its 22 agreements or 64 percent in component I (Organizational Philosophy & Mission) and IIA (Personnel-Staff).

Agreement Within Teams on Job Function By Program Development Component

In Table 14, the number of agreements each team had in each component are displayed for the three job functions: administrative, shared between administrator and program planner, and program planner. The number of agreements for someone else and those considered not applicable were so few that further analysis is not included here. At this point the focus is on how many tasks each team attributed to each professional in each component.

For example, Team 1/2 agreed on attributing three tasks to the administrator (page 1 of 3) and in the shared column (page 2 of 3) they agreed on one task in component I. However, the team mutually agreed that 44 tasks (page 3 of 3) are the responsibility of the program planner (six tasks in component IIA, five in IIB, five in IIC, three in III, four in IV, one in V, eleven in VI, three in VII, and six in IX).

In the public group, four teams agreed that most tasks were the responsibility of the program planner. Agreement for three teams (1/2, 3/4, 5/6) was highest in Program Design (VI), Cosponsorship/ Cooperation (III), Personnel-Planning/Advising/Task Force Committees (IIB), and Personnel-other (IIC). Team 9/10 also agreed on the tasks involved in co-sponsorship (III): however, they felt that the tasks were shared or performed by someone else. The general low level of agreement within Teams 7/8 and 9/10 was across all components, and all three functions (even including "someone else" as responsible for 10 tasks); for these two teams, there was no evidence of agreement on any of the 11 components of program development examined.

Table 14 (page 1 of 3)

Agreement Within Teams on Job Function by Program Development Component (administrator)

Of the N total possible number of agreements N =	3	11	5	7	3	7	3	15	11	4	11	=	80
in component X	I	IIA	IIB	IIC	III	IV	V	VI	VII	VIII	IX		
	philosophy & mission	personnel: staff	personnel: committees	personnel: others	cosponsorship co-operation	finances	physical facilities	program design	promotion & marketing	services for learners	evaluation		total team agreements
this team agreed on assigning N number of tasks to the administrator													
PUBLIC													
1/2		2				1							3
3/4		4				2			1		1		8
5/6		1				1			1		1		4
7/8						1			1		1		3
9/10		3				1	1		1		3		9
subtotal	0	10	0	0	0	6	1	0	4	0	6		27
PRIVATE													
11/12	1	4				2			1				8
13/14	2	4	1			6			1		6		20
15/16	2	3			1	4							10
17/18	1	3		2		1	1		1	1	1		11
19/20	2	3				3							8
subtotal	8	17	1	2	1	16	1	0	3	1	7		57
grand total	8	27	1	2	1	22	2	0	7	1	13		84

Table 14 (continued-page 2 of 3)

Agreement Within Teams on Job Function by Program Development Component (shared)

Of the N total possible number of agreements N =	3	11	5	7	3	7	3	15	11	4	11	-	80
in component X	I	IIA	IIB	IIC	III	IV	V	VI	VII	VIII	IX		
	philosophy & mission	personnel: staff	personnel: committees	personnel: others	cosponsorship co-operation	finances	physical facilities	program design	promotion & marketing	services for learners	evaluation		total team agreements
this team agreed on assigning N number of tasks as shared													
PUBLIC													
1/2	1												1
3/4	2	3				4			2		2		13
5/6	2	2		1		2		1	2	1	1		12
7/8		2			2				4				8
9/10		1		1	2	3		2	4	1			14
subtotal	5	8	0	2	4	9	0	3	12	2	3		48
PRIVATE													
11/12	1	2			1	1	1	4	6		6		22
13/14		2	1					3	1		2		9
15/16		3		4									7
17/18		3	4	1	1	1		1	6				17
19/20	1	2				1							3
subtotal	2	12	5	5	2	3	1	8	13	0	8		59
grand total	7	20	5	7	6	12	1	11	25	2	11		107

Table 14 (continued- page 3 of 3)

Agreement Within Teams on Job Function by Program Development Component (program planner)

Of the N total possible number of agreements N =	3	11	5	7	3	7	3	15	11	4	11	-	80
in component X	I philosophy & mission	IIA personnel: staff	IIB personnel: committees	IIC personnel: others	III cosponsorship co-operation	IV finances	V physical facilities	VI program design	VII promotion & marketing	VIII services for learners	IX evaluation		total team agreements
this team agreed on assigning N number of tasks to the program planner													
PUBLIC													
1/2		6	5	5	3	4	1	11	3		6		44
3/4			3	3	3		1	14			6		30
5/6		4	3	4	2	1	1	13	3	2			33
7/8		4		4				3		2	2		15
9/10													0
subtotal	0	14	11	16	8	5	3	41	6	4	14		122
PRIVATE													
11/12								8	1		1		10
13/14								7		1	2		10
15/16								6					6
17/18								8		1			9
19/20													0
subtotal	0	0	0	0	0	0	0	29	1	2	3		35
grand total	0	14	11	16	8	5	3	70	7	6	17		157

In the private group, all five teams agreed that most tasks were the responsibility of either the administrator or shared between the administrator and the program planner. In the administrative function all five teams agreed the most in component IIA "Personnel-staff" and IV "Finances"; in the shared function the most agreement was in component IIA "Personnel-Staff" and VII "Promotion and Marketing". There was similar agreement by all but Team 19/20 on component VI "Program Design" in the program planner function.

In comparing teams with the highest agreements, in the public sector Team 9/10 agreed 9 times on administrative tasks while in the private sector Team 13/14 agreed on 20 tasks and the other four teams agreed on 8 or more tasks. In the shared job function, the public team 9/10 again had a high of 14 agreements while in the private sector Team 11/12 agreed 22 times; in the program planner function, the public sector Team 1/2 agreed on 44 tasks and in the private sector, the highest amount of agreement was by Teams 11/12 and 13/14 who both agreed on 10 tasks.

In comparing public versus private educators, the agreements within job functions are similar. Both sectors agreed that administrators have the most responsibilities in component IV "Finances" and IIA "Personnel-Staff"; component VII "Promotion & Marketing" tasks are primarily shared as are several IIA "Personnel-Staff" tasks. Financial (IV) tasks are also shared in the public sector but less so in the private sector. Program planners do VI "Program Design" in both sectors; however, public educators also assigned tasks to program planners in "Personnel-other" (component IIC, N=16), in "Evaluation" (component IX, N=9) and in "Personnel--Staff" (IIA, N=14) whereas the private educators did not. Few if any tasks were considered the responsibility of someone else or not applicable.

As a group, private educators had more agreements in the administrative job function area (57 versus 27) or shared (59 versus 48); public educators had more agreements about the program planner's job function (122 versus 35).

It is also of interest to note which job functions were not assigned to either the administrator or the program planner. In the public sector, administrators were not assigned any responsibilities for six components, while the private sector unanimously agreed on zero responsibilities for program planners in seven components.

Agreement on Each Task by Job Function

This section details the total number of agreements for all teams; the agreements within the public and private sectors; and the concensus between the two sectors.

Total Number of Agreements for All Teams. Starting with the highest percentage of agreements for all ten teams (80 percent), Table 15 lists the tasks according to the overall percentage of agreement by the combined public and private teams. Also displayed is the number of public and private teams which agreed on who does the task.

For example, the members of eight teams agreed on who should perform task number one, "Defines the philosophy and mission of the department." Two public teams agreed that this task was shared, one public team agreed that it was someone else's responsibility, and all five private teams agreed that it should be performed by the administrator.

There was never more than 80 percent agreement by the ten teams on the assignment of responsibility of tasks. When both sectors were combined there was 80 percent agreement on the assignment of responsibility for six tasks (1, 6, 13, 40, 48, 60).

However, all teams who agreed on who should perform the task did not necessarily assign a particular task to the same person. The greatest agreement among the eight teams was for task number 48.

The more common pattern of agreement was for specific teams to be assigned to different persons by different teams. For example, on task 13, "Supervises outside consultants/instructors/others working

Table 15
(page 1 of 6)

* = 80% agreement within that sector

Total Number of Agreements for All Teams
(overall percentage of agreements by the combined public and private teams)

Component number	Task number	Task name	% of team agreements (N = 10)	PUBLIC: Administrator	Shared	Program Planner	Someone Else	Not Applicable	PRIVATE: Administrator	Shared	Program Planner	Someone Else	Not Applicable
			100										
			90										
I	1	Defines the philosophy & mission of the dept	80		2		1		5*				
IIA	6	Determines salaries of dept. personnel		3	1				3			1	
IIA	13	Supervises outside consultants/instructors/others working with specific programs			1	3			1	2			1
IV	30	Prepares departmental budget		4*	1				3				
VI	48	Determines the format/agenda of the program (content included in specific time schedule)				4*					4*		
VII	60	Authorizes funds for promotion & marketing of a specific program		3		1			3			1	

Table 15 (continued-page 2 of 6)

Total Number of Agreements for All Teams
(overall percentage of agreements by the combined public and private teams)

Component number	Task number	Task name	% of team agreements (N = 10)	PUBLIC: Administrator	PUBLIC: Shared	PUBLIC: Program Planner	PUBLIC: Someone Else	PUBLIC: Not Applicable	PRIVATE: Administrator	PRIVATE: Shared	PRIVATE: Program Planner	PRIVATE: Someone Else	PRIVATE: Not Applicable
			70										
IIA	9	Determines staff needs for a specific program (eg: how many staff, what content areas will be covered, etc.);			2	1			4*				
IV	34	Determines if new funding will be sought or obtained for continuing a specific program			3	1			3				
VI	49	Determines the sequence of learning experiences				3					4*		
VI	52	Approves and assembles relevant instructional aides/materials				3					4*		

Table 15 (continued-page 3 of 6)

Total Number of Agreements for All Teams
(overall percentage of agreements by the combined public and private teams)

Component number	Task number	Task name	% of team agreements (N = 10)	PUBLIC: Administrator	PUBLIC: Shared	PUBLIC: Program Planner	PUBLIC: Someone Else	PUBLIC: Not Applicable	PRIVATE: Administrator	PRIVATE: Shared	PRIVATE: Program Planner	PRIVATE: Someone Else	PRIVATE: Not Applicable
			60										
IIA	3	Periodically redefines the department's philosophy and mission			2		1		2	1			
IIA	5	Supervises department personnel		3					3				
IIA	7	Orients new staff		1	1					4*			
IIA	10	Recruits, selects, and hires instructors and other staff for specific programs		1		3			1				1
IIA	11	Provides orientation for outside consultants/ instructors/others working w. specific programs				3				2			1
IIA	12	Determines appropriate fees/salaries for outside consultants/instructors others			1	2			2				1
IIC	21	Recruits other personnel				4*	1		1				
IIC	22	Trains other personnel				3	1			2			
III	29	Negotiates the roles and relationships of cosponsors/co-operators with programs			2	3				1			

Table 15 (continued-page 4 of 6)

Total Number of Agreements for All Teams
(overall percentage of agreements by the combined public and private teams)

Component number	Task number	Task name	% of team agreements (N = 10)	PUBLIC: Administrator	PUBLIC: Shared	PUBLIC: Program Planner	PUBLIC: Someone Else	PUBLIC: Not Applicable	PRIVATE: Administrator	PRIVATE: Shared	PRIVATE: Program Planner	PRIVATE: Someone Else	PRIVATE: Not Applicable
			60										
IV	31	Recommends or establishes policies and procedures for financing specific programs		2	1				2	1			
IV	35	Responsible for seeking & getting new funds for a specific program			1	1			4*				
VI	43	Conducts the needs assessment				3					3		
VI	50	Determines the specific learning experiences to be offered in a program				3					3		
VI	51	Designs the new learning experiences for the program				3					3		
VII	57	Reviews competitive programs			3					2			1

Table 15(continued-page 5 of 6)

Total Number of Agreements for All Teams
(overall percentage of agreements by the combined public and private teams)

Component number	Task number	Task name	% of team agreements (N = 10)	PUBLIC:					PRIVATE:				
				Administrator	Shared	Program Planner	Someone Else	Not Applicable	Administrator	Shared	Program Planner	Someone Else	Not Applicable
			50										
IIA	4	Recruits, selects, and hires personnel for the dep	....	2					3				
IIA	8	Provides staff development/continuing education for the department members	....		1		1			3			
IIA	14	Evaluates performance of outside consultants/ instructors/others working with specific programs.	....		1	2				1			1
IIB	16	Determines members of planning/advising/task force committee for specific programs	....			3				2			
IIC	25	Provides orientation for other personnel	....			3	1			1			
IIC	26	Provides appropriate recognition and rewards for other personnel	....		1		1		1	1			1
III	27	Determines if cosponsorship/co-operation should be attempted for a specific program	....		1	2			1	1			
IV	32	Determines the budget for a specific educational program	....		1	1			2	1			
VI	42	Plans the needs assessment	....			3					2		

Table 15 (continued-page 6 of 6)

Total Number of Agreements for All Teams
(overall percentage of agreements by the combined public and private teams)

Component number	Task number	Task name	% of team agreements (N = 10)	PUBLIC: Administrator	PUBLIC: Shared	PUBLIC: Program Planner	PUBLIC: Someone Else	PUBLIC: Not Applicable	PRIVATE: Administrator	PRIVATE: Shared	PRIVATE: Program Planner	PRIVATE: Someone Else	PRIVATE: Not Applicable
			50										
VI	44	Evaluates the needs assessment results				3				1	1		
VI	45	Decides to proceed with a program			1	2				2			
VI	46	Determines the target audience for a specific program				3				2			
VI	47	Identifies the general and specific goals and objectives for a specific program				4*				1			
VI	54	Implements the program				2					3		
VII	56	Educates general public/potential clients/company employees about the philosophy & programs of the department			3					2			
VII	65	Handles complaints about controversial programs			3					2			
VIII	72	Authorizes an ongoing research and evaluation effort in the department		3					2				

with specific programs", despite the 80 percent agreement, one private team selected this as an administrative responsibility, three teams (1 public and 2 private) selected this as a shared responsibility, three public teams selected this task as a program planner responsibility, and one private team agreed that the task was neither the responsibility of the administrator nor the program planner.

Tasks 9, 34, 49, and 52 received 70 percent agreement; two of these tasks, numbers 49 and 52, received agreement that the program planner should perform these tasks.

Fifteen tasks received 60 percent agreement by the ten teams; four of these tasks, numbers 5, 43, 50, and 51 received agreement as to who should perform the task. Task 5 was attributed to the administrator and tasks 43, 50 and 51 were attributed to the program planner.

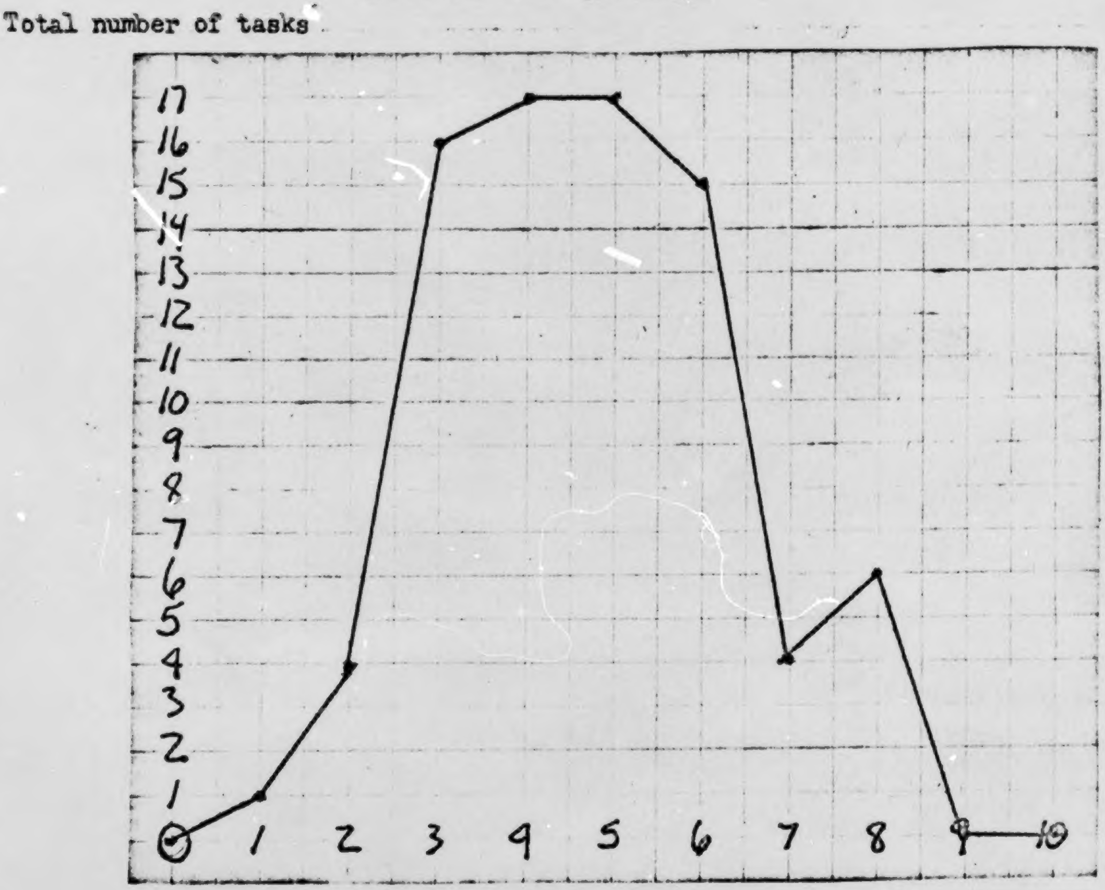
Seventeen tasks received 50 percent agreement by the ten teams; six of these tasks, numbers 4, 42, 54, 56, 65, and 72 received agreement as to who should perform the task. Tasks 4 and 72 were attributed to the administrator, tasks 42 and 54 to the program planner, and tasks 56 and 65 were considered shared.

Overall 42 tasks or one-half of the tasks on the questionnaire received from 50 to 80 percent agreement by all teams (80 percent--6 tasks; 70 percent--4 tasks; 60 percent--15 tasks; 50 percent--17 tasks). Of the 42 tasks, the teams who agreed were unanimous on 13 tasks, eight were assigned to the program planner, three to the administrator and two were shared.

These data are also displayed in Figure number 3 . The responses resemble a normal curve, with the responses being slightly skewed toward more agreements.

Figure 3

Number of Team Agreements



Number of Team Agreements

0	55	19	2	15	4	3	9	1	0	0
		24	17	18	8	5	34	6		
		63	20	28	14	7	49	13		
		68	23	33	16	10	52	30		
			36	37	25	11		48		
			38	40	26	12		60		
			39	41	27	21				
			61	53	32	22				
			62	58	42	29				
			64	59	44	31				
			66	69	45	35				
			67	71	46	43				
			70	73	47	50				
			75	74	54	51				
			79	76	56	57				
			80	77	65					
				78	72					

Agreement Within Sectors. Neither was an agreement among the public nor the private teams a common occurrence. As mentioned earlier all five private teams agreed on only one task (task number 1); the five public teams failed to agree on any one task.

Also noted on Table 15 with an asterisk are the eleven tasks which received 80 percent or more agreement within either the public or private sector. Four tasks (30, 48, 21, 47) were in the public sector and 7 tasks (1, 48, 9, 49, 52, 7, 35) were in the private sector. Task 1, which received 100 percent agreement by the private sector, was in component 1 "Philosophy and Mission." The other ten tasks (which received 80 percent agreement) within each sector were distributed among three components: three tasks were in component II-Personnel (9, 7, 21); two tasks were in component IV--Finances (30, 35); and three tasks were in component VI--Program Design (48, 47, 52).

Task 48 "Determines the format/agenda of the program (content included in specific time schedule)" was unique because it received most agreement of all 80 tasks in the questionnaire. Four of the five teams in both sectors agreed that this task should be the responsibility of the program planner.

The other 4 tasks receiving 80 percent agreement by the public educators were number 30 "Prepared departmental budget" perceived as an administrative task; tasks number 21, "Recruits other personnel", and number 47, "Identifies the general and specific goals and objectives for a specific program", were both perceived as program planner's tasks.

In the private sector, in addition to task 48 already mentioned, task 1 received 100 percent agreement as an administrative task. The other five tasks which received 80 percent agreement by the private educators were numbers 9, "Determines the staff needs for a specific program (e.g., how many staff, what content areas will be covered, etc.)", and 35, "Responsible for seeking and getting new funds for a specific program", perceived as administrative tasks; number 7, "Orients new staff", was perceived as shared, and numbers 49, "Determines the sequence of learning experiences", and 52, "Approves and assembles relevant instructional aides/materials", were perceived as program planner's tasks.

Agreement on Task Assignment to the Same Professional. Table 16 indicates the percentage of agreement among the ten teams on assignment of responsibility of tasks to the same professional. For example, task 48 received agreement from eight public and private teams that this task the program planner's responsibility.

Three tasks received 70 percent agreement. Task 30 was perceived as an administrative function and tasks 49 and 52 were perceived as program planner functions.

Six tasks received 60 percent agreement (60, 5, 43, 51, 6) and nine tasks received 50 percent agreement (1, 7, 57, 4, 42, 54, 56).

Nineteen of the 80 tasks, or one-quarter of the items in the questionnaire, received 50 percent or more agreement across teams on who does this function; seven tasks were attributed to administrators, eight to the program planner, and four were shared.

Table 16

Agreement Within Sectors on Task Assignment to the Same Professional

Percent	Component number	Task number	Administrator	Shared	Program Planner
80%	VI	48			X
70%	IV	30	X		
	VI	49			X
	VI	52			X
60%	VII	60	X		
	IIA	5	X		
	VI	43			X
	VI	50			X
	VI	51			X
	IIA	6	X		
50%	I	1	X		
	IIA	7		X	
	VI	57		X	
	IIA	4	X		
	VI	42			X
	VI	54			X
	VII	56		X	
	VII	65		X	
	IX	72	X		
		totals	7	4	8

Summary

The results reveal that public and private adult educators both agreed approximately 50 percent of the time on who should perform program development tasks. However, the two sectors did not assign tasks to the same professional. There was more assignment of tasks to the program planner in the public setting. In the private sector, administrators were considered to have more responsibility for program development tasks or administrators and program planners were considered as sharing responsibility for tasks (Figure 1, page 53). However, both sectors agreed that few, if any, program development tasks are the responsibility of someone else or are not applicable to their work setting (Table 11).

The two sectors also disagreed as to who should perform tasks within the eleven program development components selected for this study. In the public sector the highest agreement on distribution of tasks was 87 percent in component III "Cosponsorship-Cooperation"; in the private sector the greatest agreement on distribution of tasks was 67 percent in component I "Organizational Philosophy and Mission" (Figure 2, page 65).

Table 15 indicates that 42 of the 80 tasks in the questionnaire received from 50-80 percent overall agreement by the ten teams. However, as noted in Table 15 there was little agreement among public and private teams as to who performs which tasks in program development. Table 16 shows that there was agreement on assignment of 7 tasks to administrators, 8 to program planners, and 4 were shared by 50-80 percent of the teams.

Specific Tasks Which Both the Administrator and the Program Planner Assume The Responsibility for Performing (purpose 2)

A major purpose of the study was to identify if there were specific tasks which were shared between the adult education program administrator and the program planner.

As displayed in Table 17 , four tasks were identified by 50 percent of the teams as being shared by administrators and program planners. The tasks are: 7 "Orients new staff"; 56 "Educates general public/potential clients/company employees about the philosophy and programs of the department"; 57 "Reviews competitive programs"; and 65 "Handles complaints about controversial programs". One task deals with personnel matters and three tasks involve promotion and marketing.

In addition, as displayed in Table 16 , task 34, "Determines if new funding will be sought or obtained for continuing a specific program" was considered shared by 60 percent of the teams in the public sector and task 8 "Provides staff development/continuing education for department members" was considered shared by 60 percent of the teams in the private sector.

In sum, of the 80 tasks listed in the questionnaire, only four were identified by 50 percent of all teams as shared; two additional tasks were considered as shared by either the public or private teams. Thus, there were only 6 of 80 tasks which respondents felt would be shared by administrators and program planners. However, the public and private sectors did not unanimously agree on which tasks should be shared.

Table 17

Agreement on Tasks Shared By Administrators and Program Planners

Percent of Agreement	Both Public and Private: (N = 10)	Public sector: (N = 5)	Private sector: (N = 5)
100 percent	---	---	---
80 percent	---	---	#7"Orients new staff"
60 percent	---	#34 "Determines if new funding will be sought or obtained for continuing a specific program" #56 "Educates general public/potential clients/ company employees about the philosophy and programs of the department" #57 "Reviews competitive programs" #65 "Handles complaints about controversial programs"	#8"Provides staff development/ continuing education for department members"
50 percent	#7 #56 #57 #65		

Did Problems Evolve From Task Overlap? (purpose 3)

This section details the administrator's and the program planner's responses to purpose 3, "Where task overlap occurs, do administrators or program planners think this presents any problems or difficulties in the program development process?".

In six of the ten teams, both team members expressed their opinion that there were no problems or difficulties when administrators and program planners share tasks in the program development process. Quotes made by five of the six administrators on the lack of problems include:

-"I'm not aware of any problems that come up between us when we share because we have the same general philosophy and approach things in a very similar manner."

-"I can't think of a time when we've sat down and really had a conflict about a program."

-"As far as problems go, I can't say there are any."

-"There are no problems. Everybody makes a strong contribution."

-"As far as differences go, we don't have any. We just deal with problems as they arise."

Program planners' comments on the lack of problems when tasks are shared included the following:

-"Sharing enhances agreement and the way in which we work. It's almost a communications device."

-"There are no problems between us because we have a similar background and because each of us has thoroughly known what each of us will do before we get into it."

-"There are no problems; everything is pretty well cut and dried."

In contrast, two administrators described problems when working together with their program planners. However, their program planners did not describe problems. The administrator's comments included:

-"Working as a team is sometimes hard."

-"I'm not all that keen on sharing. When you have a lot of sharing it accentuates personality differences, if there are any, and we know there are."

One program planner described problems when working with her administrator on program development tasks. Her administrator did not describe any problems. This planner said, "I think inherently there can be problems when you share tasks. It depends an awful lot on the style of leadership and management of the supervisor. In fact that's somewhere in the neighborhood of 95%." One planner, although she described no problems, mentioned that problems could arise if, "you're not aware of the priorities in the department."

In only one team did both the administrator and the program planner admit to problems when tasks were shared. This administrator said, "This is an age of specialization and I may not know the information about everything. The manager just can't know it all, it's impossible." Her planner said, "Last year she had too many people in too many diverse areas to keep track of and she felt out of touch. In fact, she was out of touch. That was a problem because people didn't think she really knew what was going on in their areas."

Summary

This section asked both administrators and program planners whether they think problems or difficulties arise during the program development process where task overlap occurs.

Few problems were openly verbalized by the subjects. Six of the ten teams, or 60 percent, said there were no problems when administrators and program planners share program development tasks. In the four remaining teams one administrator and two planners admitted to problems which their counterpart did not mention. In only one team did both members admit to problems. In general, team members had a similar view of their working relationship when they share tasks.

The Nature of the Problems (purpose 4)

Although few team members acknowledged any problems when working on the same task, some could be identified. This section presents the areas which were identified by the administrators and program planners as problems or difficulties when they work together sharing the same job tasks.

Lack of Communication

The problem mentioned most frequently by both administrators and program planners when sharing program development tasks is the lack of communication. Four of the ten administrators and three of the ten program planners mentioned the problem of communication. Administrator comments included:

> -"Sometimes we need to talk about things more, although we work very well together...I don't think we share as well as we might."
>
> -"If I'm not satisfied I have a desire to do things myself. I'm impatient...I want to get it done, and get it done right. If I see it's not being done right I'll take it back and do it myself. I don't listen well, so I constantly have to be concerned about asking questions and then listening, not being impatient."
>
> -"This is a large department with many people. There's no way I can be in tune with all of the changes that go on in any area."
>
> -"It was easy when we could pass in the hall and I said, 'I need to talk to you about something.' Now that our offices are farther apart it's a problem. Distance creates a problem."

When commenting on communication problems program planners said:

> -"The only problem I can think of is not giving her enough information. If anything I've erred on the side of not giving her enough information. I'm very comfortable with plunging ahead and making decisions and a lot of times I just don't like to bother her with things."

> -"Sometimes I'm asked for my input and then nothing is done with it. This has an effect on my morale and motivation... I feel that I get a lot of verbal support, but there's another name for this, lip service."

> -"If there's one thing I need to remember, it's to keep her more informed. More feedback from me would be beneficial."

Finances

A second area of concern mentioned by five administrators and three program planners was finances. One administrator succinctly summarized all eight of the subject's opinions, "There are always problems with finances. They vary depending on the personality of the individual and maturity within the organization."

The problem of finances seems closely tied to the problem of lack of communication. Two administrator's said:

> -"I had a problem in that I did the entire budget for ten years. Although I'd get input from other people, I'd sit down and do it without ever realizing exactly what people felt about it."

> -"We need to make sure we coordinate the fee structure."

Planner's comments included:

> -"When I'm working on a budget, if I bypass her and go to somebody else that's not a good thing to do."
>
> -"She would like more communication in the financial area"
>
> -"I'm weak in financial management. That is probably the area where she helps me the most. She always has been very good about helping me come up with information that I don't have that I need."
>
> -"The only problem I can think of would be if the budget was too large, taking too much of her budget. All of us have to be aware of the priorities in the department when working with the budget. If you're not aware of the priorities there could be problems."
>
> -"We had an event that only broke even, not make money. That was a negative on her part, but not from mine. As long as we did well and didn't loose money I'd be satisfied. But she has to keep everything else afloat. So there's a values difference."

Other problems related to finances dealt with the general state of the economy and the need to make money for the organization rather than being problems between the two team members in the area of finances and program planning. Examples include:

> -"In the past we had more money, now that we are retrenching some problems may result because of budget restraints."
>
> -"Budgeting can be a problem. Three years ago the priority was public service. This year it's got to be making money. It's like everything has flip-flopped. Maybe they (the planners) don't see the financial aspect as being as crucial as I do...Not only does she have to pay for her program but also support the department."

Not Enough Time

One administrator and one program planner mentioned not having enough time. The administrator said, "The problems are basically time, to sit down and plan, to check back, etc." The planner said, "Due to time constraints we sometimes go ahead and don't touch base on particular situations...A lot of times we could be a resource for one another, but we're not able to because of the demands on our time."

Unclear Roles

Three subjects mentioned problems that arise when roles are not clearly defined. The first comment was made by an administrator and the second and third comments by program planners:

-"The real problems come with my instructors having two managers. I tell her one thing and the other manager tells her something else. We don't always make things clear to her. She's trying to serve two masters."

-"It's difficult to say who is responsible for which portion of the budget. That's confusing."

-"One problem that comes up is overusing people. She might ask someone to serve on a committee and I might turn around and do the same thing, and contact the same person. It sort of sounds like the right hand doesn't know what the left hand is doing."

Working With Individuals Outside the Team

Seven subjects made comments on this topic. Thus, while it is not related to problems between the two team members it is noteworthy. Their comments included:

-"The problem seems to be that training is at the tail end of a lot of people's importance, usually. Sometimes it's hard to get them going on things."

-"Everybody wants input on everything. So it's hard to get things accomplished."

-"Our major problem is getting our Board, consisting of seven members, to agree."

-"The problems that arise are with us and other departments, not between us."

-"We're both sensitive to local community groups. Once I raised the hackles of a local group because they feared we were treading on their turf. She wanted me to pacify them, so I did."

-"In providing services sometimes we have problems with participants."

-"Sometimes neither of us attends to what other organizations should be brought in. We get shortsighted as to who else should be brought in, especially formally."

Summary

Administrators and program planners identified four general problems that arise between themselves during the program development process. Most common problems were the lack of communication and finances. The less cited concerns centered around time and unclear role definitions. In addition, a number of subjects described problems that develop when working with individuals outside the team.

How Problems Are Resolved (purpose 5)

This section describes strategies used by program administrators and program planners to resolve or prevent problems or difficulties that arise when they share job tasks.

The respondents identified three strategies they commonly use to solve problems. A presentation of those strategies follows. Two strategies used only by administrators are also detailed. In addition, a number of strategies cited by at least one person will be presented.

Communication

Effective communication was mentioned by six of the ten administrators and all ten program planners as a problem solving technique. One planner summarized all the respondents responses, "It all seems to boil down to communicating on a regular basis."

It is significant that communication was mentioned earlier as the major problem between administrators and program planners when they work together on program development tasks. This suggests that:

-while inadequate communication is recognized as a problem it is also recognized as a way to resolve problems;

-both administrators and program planners recognize the importance of good communication and are working not only to improve their communication but also to prevent further problems from arising due to inadequate communication.

Six of the ten administrators commented on the importance of good communication. Their comments included:

> -"When we have a sticky problem we've got this agreement that we're going to negotiate. We sit down and talk about the particular nature of the problem."

> -"If we determine there's a need, we discuss this together."

> -"We sit down and hash out what our problems are...Maintaining that sense of trust, feeling good about one another, respecting one another is important...we take time to check out where each of us is at."

> -"If I observe something that doesn't look right, for whatever reason, I call it to her attention and we discuss it. We talk about it together and arrive at a solution."

> -"People can confront me if they have a problem. I feel they can always come to me with anything that's on their mind, whether it be personal or professional. We're all friends...It's never like they just give me something and I say yes or no or I'm doing it my way. We discuss it."

> -"We talk about the changes we'd like to see in the organization and how to go about it and then we redefine that into a new plan of operation. We have a kind of openness among ourselves. That's the kind of thing you must foster in an organization if you are going to have a good work environment."

All ten program planners commented on the importance of communication. Quotations by each respondent follow:

> -"Staff meetings allow for enough informal communication to take place so that problems that could arise are averted."

> -"I feel very confident that if she got a complaint about one of my programs or one that I was involved in she would talk to me about it...We would both bring up problems."

> -"We're very verbal, people really try here."

> -"She's good at giving positive feedback. But she's also not afraid to say there's got to be changes if necessary."

-"When we do work together there are few problems because it's generally a brainstorming, collaborative kind of process where she will make suggestions and vice-versa... We've carved out a time each week when we get together."

-"Ideally there needs to be a lot of good communication, particularly in a staff function like this where you're constantly being questioned and challenged. It has to be there and it is."

-"She listens to my input. However, I have to read her before talking to her about a problem."

-"If there's a problem I go to them and say so and ask what to do. I let them make the decision, but I give them alternatives...I'm not always sure how they will receive my opinion, but I'm not hesitant to give it...I'm able to get feedback on my ideas constantly, daily if I need it."

-"It really seems to boil down to communicating on a regular basis. Making sure she knows where I'm coming from and I know where she's coming from, and that we have agreement all along the way."

-"She's very good at communicating with the rest of us things that are going on. We try to let each other know what's going on...We have a meeting before each class, sometimes during, and afterwards we discuss problems that came up. We do just about everything together...We all get involved."

By Giving Freedom to the Program Planners and by Delegating

Five of the ten administrators and five of the ten program planners commented on the importance of giving program planners freedom to carry out their tasks.

Administrators commented:

-"I personally don't buy that the best way to achieve quality is by having an ongoing monitoring by the director. That would be too hard to do effectively...I think giving them independence to work but with proper communications and accountability will produce better results...I avoid too many restraints."

-"I try to give them as much free hand as I can but also try to make sure that I know what is going on, to the extent that I need to."

-"I assess how much people need and work with them accordingly."

-"I try to delegate and leave them alone."

-"I'm a firm believer in delegation."

Program planners commented:

-"We have a lot of freedom to do what we want to do...The tradition here is to encourage people to be independent and make all sorts of linkages. This tradition has become so much a part of our working environment that we would not give it up. We would resist tight reins."

-"Generally we work out our program design independently... We ask each other questions but we operate fairly independently of one another."

-"It works well because she lets me be. Maybe some people like that constant attention, but I don't...Her style depends on who the individual is that she's working with. If she views some of us as more competent she'll leave us alone or want our input on ideas and issues."

-"I like a style where I have a lot of independence, where I can go to a manager if I need help but then be left to do the rest on my own ."

-"We get along because I have pretty much of a free hand. I can do many things and make many choices on my own... She's not clamping down all the time. I don't have to write down in triplicate why I do everything."

Sharing

Sharing was recognized by three administrators and five program planners as a way to resolve problems. One program planner summed up the importance of sharing by stating, "The best style is a collaborative, sharing, mutual respectful kind of relationship. I think we have this and I value it tremendously."

Administrators said:

-"Solving problems is pretty much of a shared thing... Sometimes I have some expertise in an area which I can share and they rely on me for those kinds of things."

-"Everybody in our department works together to define goals and objectives in a long meeting. We sit down and has it out or brainstorm. Everybody throws out their ideas, we balance them and we compromise."

-"We have a kind of openness and sharing among ourselves. It's the kind of thing you must foster in an organization if you are going to have a good work environment. Everyone feels responsible for others."

Program planners said:

-"We have a history of working and sweating and sharing things through from start to finish."

-"She strives to have an open, democratic environment with me while still getting her goals met."

-"We have differing opinions on a lot of things but we respect those opinions and would like to have more time to share in that process than we do. We would like to work on even more programs together because we've found those experiences to be pretty satisfactory and rewarding."

-"I feel that we're coworkers even though that supervisor-subordinate relationship never really leaves my consciousness. We work together on things because we're at an eye-to-eye level."

-"We do just about everything together and we take turns being in charge."

Selecting Competent People Who Fit In

The importance of selecting competent people who can fit in was mentioned by three of the ten administrators. They said:

-"I hire people who I feel are going to fit in, after determining what we want our department to be like."

-"To my mind the most effective way to end up with good programs is for me to find the best people to be my program coordinators...I hire people who have initiative and leadership, specialized expertise, who will keep me informed, who I can work with."

-"Whenever we hire someone they also interview with the other instructors in their area and instructors outside their area to see how they'll fit in."

Good Management Skills

Three administrators commented on the importance of good management skills:

-"Some of our problems may be resolved because we have participative management. Though there are some problems with this style, the benefits far outweigh the problems."

-"This company is very committed to conflict management and educates people on how to work together in all areas. As a department we are more tuned in to getting along because we have to train and teach these skills."

-"Many planners don't know the politics, the key players, obstacles. They've got to know who they are tying up with, who and what are the potential problems. I've got to be involved and let instructors know who they are getting involved with, what kind of neighborhood they're walking in. Always be prepared for an 'attack' of some kind. If you are 'attacked' don't let yourself get beat up and don't come away demotivated...I use behavioral objectives to make sure all staff understand where we're going, we start from the end and work backwards."

Techniques to Prevent Conflict

Both administrators and program planners also suggested specific techniques they use to prevent conflict or deal with it when it arises. Among techniques used by administrators were:

-"Hire an additional person to deal with one aspect of the program that was too time consuming."

-"Don't really look at things as problems. Just declare the problem not to be a problem and proceed, move on."

-"Avoid competition. Some people claim competition is excellent for getting things done. I think a little competition goes a long way."

-"Have everybody cross-trained. I want her to know my job completely so she can handle problems when I'm out on the road. Even my secretary knows my job...I take a relaxed approach with my staff. They never see me upset. If I have a problem I work it out. That's the name of the game."

Program planners suggested miscellaneous techniques they use to help resolve problems:

-"Have a consistent writing style. When we edit each other's stuff we seem to be on the same wavelength."

-"Be able to support any management style. People from education tend to theorize and philosophize more. Business people are organized and don't get into the philosophy of things, they're more task oriented. But I can support both styles so it doesn't bother me."

-"Learn to adjust to the situation. If there's something I don't like about the administrator I assess it myself and decide how I can make it work for me, so that I get what I want from my job."

-"Allow for variables within the individual situation."

-"Seek a balance in making decisions. For example, I like popular, controversial programs. She considers appropriateness."

Summary

Three strategies were mentioned by administrators and program planners as effective ways to resolve problems that arise when they share job tasks. Communication was mentioned by 16 of the 20 respondents. Also detailed were giving freedom to the planner (delegating) and sharing. Administrators also mentioned the importance of selecting competent people who can fit in and having good management skills themselves. Finally, specific suggestions were contributed which illustrate that these administrators and program planners use a variety of strategies and techniques to prevent conflict or deal with it as it arose.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Adult education is becoming an increasingly significant field as more adults pursue "lifelong learning." A major responsibility of adult educators is to creatively plan programs to meet the educational needs of adult students. As the field has evolved, frequently, both the adult education administrator and the program planner have assumed responsibility for carrying out related, if not the same, program planning tasks as each person's professional role has not been clearly defined.

The purpose of this study was to look at the working relationship of these two professionals when they may both consider themselves responsible for the same tasks. Specifically, the researcher wanted to determine:

1. the extent program administrators and program planners agree on defining who performs which tasks in program development;
2. the tasks for which they both assume responsibility for performing;
3. if problems evolve from task overlap;
4. the nature of the problems; and
5. how problems are resolved.

Answers to these questions could help adult educators understand and implement their professional roles and responsibilities.

The subjects for this study consisted of twenty adult education professionals who were members of ten administrator/program planner teams. Five teams worked in the private sector and five teams worked in the public sector. They were selected on the basis of referrals by adult educators, people working in public and private settings, University of Minnesota faculty and coworkers.

The subjects were administered a written questionnaire and an oral interview schedule developed by the researcher. The questionnaire asked each subject to check who, in their opinion, was responsible for each of 80 tasks related to program development. The choices were: (1) administrator primarily; (2) administrator and planner both perform this function; (3) planner primarily; (4) someone else; and (5) not applicable.

The purpose of the oral interview schedule was to obtain information about the tasks which the respondent had checked in the written questionnaire as being shared with her team member to reveal if job overlap had resulted in any problems or difficulties, what the problems were, and how she resolved them.

Summary of the Findings

Description of the Sample

Of the ten administrators, six were male and four were female, with an average of 5.1 year's experience in their current jobs. They spent approximately 66 percent of their time in administration and 33 percent of their time in program planning. In public education, their job titles would probably include the term "director" whereas in private education they would probably include the term "manager."

The ten program planners were primarily female (seven females) versus three males) with an average of 4.9 years of experience in their current jobs. They spent approximately 90 percent of their time in program planning and 10 percent in administration. Their titles varied considerably in both sectors.

Extent Program Administrators and Program Planners Agree on Who Performs Which Tasks in Program Development (purpose 1)

Results from the questionnaire revealed that public and private adult educators agreed on who should perform 50 percent of the program development tasks. However, the two sectors did not assign tasks to the same professional. There was more assignment of tasks to the program planner in the public setting. In the private sector, the respondents considered administrators to have responsibility for program development tasks or administrators and program planners to share responsibility for tasks. However, both sectors agreed that few, if any, program development tasks are the responsibility of someone else or not applicable to their work setting.

The two sectors also disagreed as to who should perform the specific tasks within the eleven program development components selected for this study. In the public sector, the highest agreements within teams on responsibility for distribution of tasks was 87 percent in component III "Cosponsorship-Cooperation" (three tasks); in the private sector, the greatest agreement was 67 percent in component I "Organizational Philosophy and Mission" (three tasks).

Overall, forty-two of the 80 tasks in the questionnaire received from 50-80 percent agreement by members of the ten teams. However, there was less agreement by public and private teams as to who performs which tasks; of 19 tasks, seven tasks were assigned to administrators, eight to program planners, and four were shared as agreed to by 50-80 percent of the teams.

Specific Tasks Which Both the Administrator and the Program Planner Assume the Responsibility for Performing (purpose 2)

Four tasks were identified by 50 percent of the teams as being shared by administrators and program planners. One task dealt with personnel matters and three tasks involved promotion and marketing.

In addition, one task was considered shared by 60 percent of the teams in the public sector and one task was considered shared by 60 percent of the teams in the private sector.

In sum, of the 80 tasks listed in the questionnaire, only four were identified by 50 percent of all teams as shared; two additional tasks were considered as shared by either the public or private teams. Thus, there were only 6 of 80 tasks which respondents felt would be shared by administrators and program planners. However, the public and private sectors did not agree on which tasks should be shared.

Did Problems Evolve From Task Overlap? (purpose 3)

In the oral interview, administrators and program planners were asked whether they thought any problems or difficulties arose during the program development process where task overlap occurs.

Few problems were openly verbalized by the subjects. A typical response was, "As far as problems go, I can't say there are any." Six of the ten teams, or 60 percent, said there were no problems when administrators and program planners share program development tasks. In the four remaining teams one administrator and two planners identified problems which their counterpart did not mention. In only one team did both members cite problems. In general, team members had a similar view of their working relationship when they share tasks.

The Nature of the Problems (purpose 4)

In the oral interview, the respondents were also asked to describe some of the problems or difficulties that arise when program administrators and program planners share the same job tasks.

The most common problems were the lack of communication and finances. The less cited concerns centered around time and unclear role definitions. Some subjects also described problems that develop when working with individuals outside the teams.

How Problems Are Resolved (purpose 5)

Program administrators and program planners described in the oral interview how they resolve problems or difficulties that arise when they share job tasks.

The three most common strategies used by team members to resolve problems were communication, giving freedom to the planner (delegating), and sharing. Administrators also mentioned the need to select competent people who "fit in" the organization and for them having good management skills. Individual respondents also suggested specific strategies they use to resolve problems such as: hiring competent staff, avoiding competition, and having staff trained to assume other's responsibility. Program planners offered some individual suggestions: have a consistent writing style; be able to support any management style; learn to adjust to the situation; allow for variables within situations; and seek a balance in making decisions.

Implications of the Study

This study has implications for: higher education professors who teach adult education; graduate students in adult education interested in specializing in program planning; program administrators; program planners; and persons interested in doing further research and evaluation.

Implications for Higher Education Professors

For the professor teaching adult education courses to graduate students it would be appropriate to teach students how public and private adult education administrators and program planners view their roles, what problems arise when program planning tasks overlap, and how these problems are resolved. This study suggests that certain aspects of program planning would merit additional attention in classes covering this topic. Examples would include: role definition, task overlap, problem solving techniques, management and communication skills.

Such knowledge might be useful for counseling and guidance of graduate students. Since the extent of program planners' responsibilities in the public and the private sectors appears to vary considerably, the professor might assist the graduate student in determining which sector is most appropriate for her based on particular skills, needs, and interests.

Finally, professors are encouraged to remind graduate students interested in program planning that this is a growing, changing aspect of adult education.

Implications for Graduate Students

There are important implications for graduate students in adult education interested in specializing in program planning. The professional roles of program planners can vary from setting to setting. Therefore, what is studied as theory may not necessarily hold true in practice. Thus, when seeking employment as a program planner a clear job definition is useful in avoiding future problems on the job. The job title and duties may vary considerably depending on whether the setting is public or private. More freedom and responsibility seem to be delegated to the program planner in the public setting. Studying these two sectors should help graduate students determine which sector they would want to work in.

Once on the job, a lack of communication may be a problem. However, communication is also used as a problem solving technique. A variety of other problems may occur once on the job. Examples are: finances, lack of time, and working with individuals outside the team. Academic study in these areas may help provide understanding of these problems so they can be successfully dealt with later on.

Implications for Administrators

Administrators are reminded that it is their responsibility to determine staff functions, periodically review job descriptions and roles, and establish and maintain effective communication within their department.

When hiring new program planners attention should be paid to selecting the most competent individual. Attention should also be paid to determining whether the amount of responsibility delegated to the program planner is adequate. Administrators might ask themselves whether their department could be more effective by delegating additional tasks and responsibilities to the program planner. Delegating additional responsibilities to a competent program planner could not only increase the department's effectiveness but also enhance the program planner's skills while renewing her motivation and enthusiasm for her job. Administrators in the private sector are especially urged to consider this recommendation because this study revealed that private program planners have less program planning responsibilities than their counterparts in public education have.

When sharing tasks with their program planners administrators should deliberately decide which tasks to share instead of letting sharing haphazardly occur.

Implications for Program Planners

This study revealed that program planners in private adult education settings might expect less freedom and responsibility than their counterparts in public adult education settings.

No matter what the setting, program planners desiring more professional responsibilities are encouraged to:

1. ask their administrator for role clarification when and if necessary;
2. identify additional responsibilities they can and would like to take on;

3. ask their administrators for more responsibilities; and
4. seek training to improve their competencies in weak areas.

Finally, since communication was detailed in Chapter 4 as both a problem and a problem solving technique, program planners are encouraged to develop good communication and interpersonal skills.

Implications for Further Study

Researchers could do more in-depth assessment of adult education programs in the public and private sectors to determine the answers to the questions posed in the purposes of this study. Specifically, researchers might look more closely at problems that arise when tasks are shared, and how they are resolved. A better questionnaire or oral interview schedule might be developed.

Administering the questionnaire and oral interview schedule to a bigger sample in another geographical location than the Twin Cities would provide additional results.

The differences between the public and private adult education sectors could be explored more fully. The researcher believes this topic would be of great interest to adult education graduate students considering careers in program planning.

Adult education graduate student advisors and other academicians could more fully explore a variety of topics already mentioned including: role definition, task overlap, problem solving techniques, management, and communication.

As increasing numbers of middle age and older adults seek adult education the field will become more sophisticated and complex. The researcher is interested in knowing how the role of the program administrator and the program planner will evolve and be defined five to ten years from now as the field of adult education expands and the "baby boom" generation reaches middle age.

Finally, job satisfaction was not explored in this study. Researchers might explore how satisfied public and private adult education program administrators and program planners are with their jobs considering the amount of task overlap they experience and the amount of freedom and responsibility they are given.

Recommendations

As a result of this study dealing with problems that arise when adult education administrators and program planners share job tasks a variety of recommendations are made.

Adult education administrators, program planners, and educators should:

1. work to clarify professional roles;
2. identify tasks most frequently considered the responsibility of both administrators and program planners;
3. strive to better understand the problems that develop when tasks are shared; and
4. develop a variety of specific strategies to deal with the problems that arise from task overlap such as communicating effectively and developing interpersonal skills.

Higher education professors might:

1. design specific academic study for graduate students interested in careers in program planning with careful attention to the following themes: the differences between public and private program planner job responsibilities, role definition, and problem solving strategies;
2. consult with professionals already working in the field to maintain an up-to-date understanding of professional changes in the work place; and
3. advise adult education graduate students on the differences public and private program planners encounter in their work setting.

Graduate students might:

1. assess whether the public or private setting is more suited to their personal skills and needs;
2. take classes in problem solving, communication, budgeting, and other problem areas highlighted in this study; and
3. do a field experience or an internship in both settings where they can observe the differences between the public and private program planner's responsibilities.

Program administrators need to:

1. clarify roles and job functions for anyone under their supervision;
2. foster communication and interpersonal skills;
3. make maximum use of their program planners;
4. delegate additional responsibilities when appropriate; and
5. provide for the professional growth of their staff.

Program planners need to:

1. clearly understand their role;
2. seek additional responsibilities and training if so desired;
3. study interpersonal relations, and communication; and
4. be flexible and willing to change as the situation warrants.

Conclusion

This study sought to determine whether adult education program administrators and program planners agree on defining who performs which tasks in program development; specific tasks which both the administrator and the program planner assume the responsibility for performing, whether problems evolve from task overlap, the nature of the problems, and how problems are resolved.

It is exciting and challenging to work in an area of education that is experiencing change and growth. It is with enthusiasm that the researcher looks to the future of adult education anticipating that the roles of the program administrator and the program planner will be increasingly clarified. While this clarification is taking place, the researcher hopes that program planners will simultaneously be given the opportunity to grow and expand as professionals because the researcher believes the best work environment not only provides role definition but also the opportunity for professional growth.

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APPENDIX A

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SECTION I

CHECK LIST FOR DEVELOPING A WORKSHOP OR CONFERENCE

1. Organize a filing system.
2. Determine the purpose of the workshop or conference.
3. Determine who will undertake planning and direction.
4. Determine time, place, and duration of workshop.
5. Analyze desired participants.
6. Determine possible dates for workshop.
7. Determine possible locations for workshop.
8. Develop a time table.
9. Develop a mailing list.
10. Analyze methods of instruction.
11. Determine the desired topical coverage.
12. Determine the desired faculty.
13. Determine sponsors for guest speakers.
14. Determine sponsoring agencies.
15. Determine expenses to be met.
16. Determine funding arrangements.
17. Develop a plan for controlling finances.
18. Determine area and facility where meeting will be held.
19. Determine accomodations required.
20. Develop the agenda.
21. Prepare correspondence to guest speakers.
22. Develop notification letter to prospective participants.
23. Prepare acceptance list.
24. Develop an evaluation plan.
25. Develop a publicity program.
26. Make a personal pre-conference visit to site.
27. Make arrangements for coffee.
28. Make arrangements for a social hour.
29. Make arrangements for luncheon.
30. Reserve rooms for key staff and faculty.
31. Establish financial responsibility and billing arrangements.
32. Check auditorium or principal meeting area.
33. Develop a printed program.
34. Prepare for actions required on registration.
35. Develop a list of items that might be required for workshop.

36. Conduct a pre-workshop conference.
37. Determine personal responsibilities during workshop.
38. Check "day(s) of conference reminders".
39. Arrange for a daily post-workshop conference.
40. Plan for closing administrative arrangements.
41. Prepare final report.

SECTION II

EXPANDED CHECK LIST FOR DEVELOPING A WORKSHOP OR CONFERENCE

1. Organize a filing system (loose leaf notebook) with actions titled:

    Guidance and Memos for Record.
    Proposed Letter to Participants and Enclosures.
    Tentative Agenda.
    Letters to Faculty, Sponsors, Distinguished Guests.
    Related Correspondence and Memoranda.
    Invitation List and Acceptances.
    Publicity.
    Functions and Responsibilities.
    Master Check List.

2. Determine the purpose of the workshop or conference.

    Why is it being planned?
    Why a workshop or conference rather than some other approach?
    What do we intend to teach?
    What is the desired end result?
    What is the learning objective to be achieved?

3. Determine who will undertake planning and direction.

    Key person to plan and direct.
    Key persons to coordinate on general planning.
    Assistance required from ORMP personnel.
    Persons to be considered in "courtesy coordination".

4. Determine time, place, and duration of workshop.

    Will the date conflict with holidays or major events?
    When will most participants be able to get away from place of work?
    What is the earliest starting hour that will allow some participants to arrive that day from nearby areas?
    Is the location accessible to all modes of transportation?
    What day and hour of adjournment will facilitate participants' return home?
    Can the desired facility be reserved?

5. Analyze desired participants.

    What group or discipline constitutes the audience of primary interest?
    Are there other groups or disciplines which may also be interested?
    At what learning level should the workshop be pitched?
    What is the optimum group size for effective learning?

Will the addition of participants other than those of primary interest detract from the final results we expect to achieve?
What methods of instruction are available?
What methods of instruction will appeal to the audience?

6. Determine possible dates for workshop.

   Will it be affected by school sessions or academic requirements?
   Will cheaper air travel rates have an effect on date?
   Will there be any conflict with school, city, state, or national holidays, sporting events, conventions, carnivals, gatherings, etc?

7. Determine possible locations for workshop.

   Chamber of Commerce or Visitors Bureau can furnish leads.
   Meeting area considerations to include accessiblity by auto, bus, train, plane; parking accommodations; entertainment and dining facilities.
   State parks in Oklahoma provide centralized "Retreat" type facilities.
   Airport hotels offer possibility of reduced cross-town travel and readily available accommodations.
   Kellogg Foundation and similar facilities offer educational module type.
   University facilities offer access to faculty and equipment, but parking is generally a problem.
   Many motels and hotels seek conferences; a phone call should determine availability.

8. Develop a time table.

   Time tables will vary greatly, due to the differences in workshops being undertaken, available facilities, available faculty, etc. A sample time table has been developed depicting a period extending from 180 days prior to the workshop to 80 days after. This is shown on the inside of the back cover.

9. Develop a mailing list.

   Obtain lists of current association memberships.
   Determine what representations from hospitals and other institutions are involved.
   Determine key persons from national and state organizations.
   Consider inclusion of neighboring RMP's.

10. Analyze methods of instruction.

    What methods of instruction will best meet requirements of the group size?
    What combination of methods are available?
    Will the proposed faculty utilize available methods?
    Considerations could include: guided discussion; demonstration-performance; case-situation; lecture; team-teaching; field trips; study assignments; laboratory; specialized recitation; discussion; symposium; panel; lecture-forum.

11. Determine the desired topical coverage.

    How many topics will be included?

What is the purpose for inclusion of each topic?
What is the scope of coverage desired?
How much time will be available for each topic?
Is each topic clearly defined and limited to a single goal?
What is the lesson objective?
What are the desired learning outcomes?

12. Determine the desired faculty.

Who are the best qualified speakers on the subject matter?
Are the desired speakers available?
Are the desired speakers willing to discuss the subject matter stated?
Who are possible alternates?
Are they available and willing to undertake desired coverage?
What fees will be required to obtain desired faculty?
Are available faculty acceptable to sponsoring agencies?

13. Determine sponsors for guest speakers.

Who is best acquainted professionally?
Who is a personal acquaintance?
What transportation requirements must be met?
Who will meet and escort?

14. Determine sponsoring agencies.

What professions or disciplines constitute the audience of primary interest?
What professional associations reflect the interests of the audience?
What state or national societies have similar interests?
What institutions have similar interests?
Which of these would desire to participate?
What will be their objectives and contributions?
Prepare letters of invitation to serve as a sponsor.

15. Determine expenses to be met.

Travel and per diem expenses for key personnel.
Consultant fees for faculty.
Printing of programs and handouts.
Coffee and doughnuts or sweet rolls.
Other refreshments.
Luncheons or dinners.
Auditorium rental.
Seminar room rental.
Party room rental.
Letter reproduction.
Stamps and envelopes.
Porter assistance

16. Determine funding arrangements.

What ORMP funding will be available?
What funding will be available from sponsoring agencies?
To what extent would a registration fee preclude attendance?
What registration fee would be required to supplement other funding?

17. Develop a plan for controlling finances.

    In view of strict funding requirements check Chapter III Section VII "Financial Management" of "Guidelines, Regional Medical Programs", revised May 1968.

18. Determine area and facility where meeting will be held.

    Is the facility conducive to the aims of the workshop?
    Are adequate individual accommodations available at reasonable rates?
    Will the auditorium accommodate desired participants?
    Are necessary accommodations available for individuals' meals?
    Are accommodations available for social gatherings?
    Are accommodations available for formal luncheons or dinners?
    Are parking facilities available for participants?
    Are bus, train, airline, or private aircraft facilities available?
    What is the general acceptability of the principal meeting area?
    What recreational facilities are available for off-time or accompanying family?
    Obtain brochures of facility and local area attractions.
    Obtain state and city maps for mailing.

19. Determine accommodations required.

    Located accommodations for key personnel and faculty.
    Arrangements for each subscriber to make a personal room reservation.
    Auditorium for general meeting.
    Private area for business-luncheon or dinner.
    Accommodations for group or seminar meetings.
    Display areas.
    Arrangements for individual meal requirements.
    Party rooms for social events.

20. Develop the agenda.

    State purpose of workshop.
    State desired learning outcome on part of participants.
    Determine time available for total workshop.
    Determine topic coverage desired.
    Develop realistic time allocations that can be adhered to.
    Allocate time for registration.
    Allocate time for opening remarks.
    Allocate time for introduction of speakers.
    Allocate time for speakers.
    Allocate time for discussion.
    Allocate time for rest or coffee breaks.
    Allocate time for presiding officials.
    Allocate time for evaluation actions - (pre- and post-testing).
    Allocate time for business meetings.
    Allocate time for executive sessions.
    Allocate time for administrative announcements.
    Allocate time for summation and adjournment.
    Develop tentative agenda.
    Research required readings.
    Research recommended readings.

21. Prepare correspondence to guest speakers.

    Letter or call of invitation, including consultant fee if appropriate.
    Outline coverage desired.
    Include courtesy copy of agenda.
    Query as to support requirements, e.g. 35 mm slide projector, 16 mm motion picture projector; remote controls: lighting requirements.
    Determine whether any speaker may object to audience taping of his presentation.
    Include information as to sponsor and planned activities.
    When appropriate, carbon copy of correspondence may be sent to speaker's Dean, Administrator or employer.

22. Develop notification letter to prospective participants to include:

    Where meeting will be held.
    Subject, purpose and desired learning outcome of workshop.
    Date and duration of workshop.
    Planned agenda.
    Proposed faculty.
    Sponsors.
    Invited participants.
    Credit for participation, e.g. graduate credit, clock hours, continuing education points.
    Brochure to cover accommodations.
    Room reservation card with affiliation indicated for bloc reservations.
    Registration card, including fee requirements.
    Self-addressed envelope for return of registration card.
    Map and brochure of local area.
    Brochures of local attractions, tours, etc.

23. Prepare acceptance list.

    List to include name, profession, address, institution, check designation and number, dates of arrival and departure.
    Correct mailing list for any undelivered mail by checking phone books and professional directories.
    Arrange for single person to establish an account for registration fee payments.

24. Develop an evaluation plan.

    (This will be the subject of a separate study due to the involved nature of the requirement posed by the variety of workshops to be considered.)

25. Develop a publicity program.

    Obtain press type photos and curriculum vitae of guest speakers.
    Determine desirability of press conference for subjects and speakers of wide general interest.
    Prepare press releases for dissemination 15 days, 7 days, and 2 days prior to workshop.
    Prepare radio and TV spot announcements for same periods.

26. Make a personal pre-conference visit to site.

    Compare list of registrations with reservation list.
    Determine location of accommodations for key personnel.
    Determine hours and capacity when local restaurant facilities can meet needs of conferees.
    Check auditorium for desired capabilities; size, seating, public address, screen, single entrance, blackout, etc.
    Check menu for individually ordered meals.
    Check proposed menu for organized luncheons or dinners.
    Determine signs or posters necessary for information and direction.
    Determine placement of displays.
    Check on placement of table for coffee or refreshments.
    Check on typical accommodation to determine acceptability.
    Determine availability of ice machines, cigarette machines, drugs and cosmetics, laundry facilities, public and house telephones.
    Establish financial responsibilities of participants.
    Set forth only financial responsibilities sponsoring agency will accept.
    Determine times that will have to be met on meal, coffee, and social hour planning.
    Ascertain probable reservation requirements and adjust estimate accordingly.
    Arrange for tax exemption if applicable.
    Arrange for risers to provide dais for seated panels.

27. Make arrangements for coffee.

    (Make similar provisions for those who prefer tea.)
    Arrange for coffee urn or other set-up.
    Insure adequate number of cups, cream, and sugar.
    Order sweet rolls or doughnuts for morning sessions.
    Arrange for coffee and cakes in afternoon sessions.
    Arrange for single point of contact to insure requirements.
    Provide copy of program with instructions as to exact time of delivery.

28. Make arrangements for a social hour.

    Purchase necessary refreshments.
    Purchase whatever peanuts, potato chips, etc., are required.
    Arrange for ice and glasses.
    Arrange for waiter assistance.
    Arrange for hosts for welcoming and introductions.
    Arrange for single point of contact to insure adequacy of arrangements during party period.
    Give exact times for refreshments to be served.

29. Make arrangements for luncheon.

    Determine menu availability for business-lunch session.
    Center menu selection on male, female majority.
    Avoid heavy menu to lessen afternoon lethargy.
    Arrange for tax exemption, if applicable.
    Arrange for single point of contact during luncheon to insure adequacy of arrangements.

30. Reserve rooms for key staff and faculty.

    Locate near center of activity.
    Assure nearby parlor accessibility for conferences, etc.
    Prepare room listing of key personnell to insure immediate availability.

31. Establish financial responsibility and billing arrangements.

    State the only charges sponsoring agency will accept.
    State that all other charges are personal responsibilities of participants, e.g. stenographic assistance, phone calls.
    Establish how and to whom billings will be made.
    Arrange for tax exemptions when appropriate.

32. Check auditorium or principal meeting area.

    Determine hours of availability for setting up and disassembling conference room.
    Area is sufficient to accommodate expected attendance.
    Area can be restricted to a single, or few, entrance(s) for registration.
    Seating facilities are adequate and comfortable.
    Air conditioning and heating facilities will meet requirements.
    A projection capability and screen are available.
    An effective public address system is available.
    Blackboard, chalk and eraser are available.
    Keys to area are available to designated personnel.
    Adequate outlets are available for tape recorders and projectors.
    Light switches are readily available.
    Cord for remoting projectors can be safely utilized.
    An adequate black-out capability is available.
    A lectern with controlled lighting is available.
    At least one slide is available for focusing before meeting.
    A projectionist is available or provided for.

33. Develop a printed program.

    Cover should include title of workshop, dates, location, sponsor.
    Contents should include finalized agenda, recommended readings, other sponsoring agencies, appropriate credits to cooperating agencies, workshop staff faculty, curriculum vitce of principal participants, and listing of pre-registration attendees.
    Insure adequate time for printer.

34. Prepare for actions required on registration.

    Registration times should be announced in advance and adhered to.
    Designate one person in charge of registration.
    Locate registration desk(s) at single or fewest possible entrances to meeting area.
    Prepare master list of attendees in advance.
    Prepare name tags for participants in advance.
    Provide for registration of other than scheduled guests.
    Collect registration fees from those who failed to mail in.
    Prepare signs indicating registration desk(s).
    Arrange for distribution of packets to participants, guest speakers and core personnel - packet containing:

- Agenda or program.
- List of facilities available to guest registrants.
- Location of telephones.
- Availability of typewriters and stenographic assistance.
- Map of local area and facilities.
- Handouts and readings related to conference.

Determine check out times for participants' rooms.

35. Develop a list of items that might be required for workshop.

    Signs and showcards denoting sponsoring agencies.
    Display booths and pamphlets.
    Pencils.
    Paper.
    Thumb tacks.
    Tape.
    Name tags.
    Felt tip pens.
    Chalk and erasers.
    Tablets.
    Loose leaf notebooks.
    Registration forms.
    Nametag holders.
    Projectors.
    Extension cords.
    Stapler.
    Dust cloth or box of facial tissues.
    Blank name tags.
    Electric or other pointer.
    Typewriter.
    Portable lectern.

36. Conduct a pre-workshop conference.

    Determine who should be present.
    Prepare discussion agenda.
    Outline general plan.
    Designate responsibilities of persons involved.
    Determine who will be present and in charge at all times.
    Determine ETA's for guest speakers and transportation arrangements.
    Allow time for general discussion.
    Determine routing and payment of bills relative to the workshop.

37. Determine personal responsibilities during workshop.

    Appoint a single person with decision authority - and responsibility - for all actions required.
    Determine who will preside at all times.
    Appoint a single person-in-charge of registration.
    Appoint a person in charge of minutes and history.
    Determine who will have responsibility for tape recordings.
    Determine who will have responsibility for photography.
    Determine who has responsibility for program continuity.
    Determine who has authority to approve unplanned expenditures.
    Determine who has responsibility for media and training aids.
    Provide dry run time for speakers who will use training aids.
    Determine who will serve as projectionist.

Arrange for speakers to be aware of time allocated for presentations and time remaining.

38. Check "day(s) of conference reminders".

Registration table open one hour prior to meeting.
Conference room unlocked.
Public address system on and tested.
Hand mike available if required.
Remote lighting for lectern available.
Dimout or blackout switch available.
Projectors tested for operation and focus.
Conference room acceptable for cleanliness, arrangement, temperature, unlocked doors, noise abatement.
Lectern, pointer, chalk, erasers, blackboard, flip charts, felt pens, ash trays, screen, in place as required.
Water available for speakers.
Rest rooms clean with adequate supply of towels and tissue.
Exact time specified for delivery of coffee, tea, etc. to proper place.
Equipment operators available.
Single point of contact established for emergencies, e.g. electricity, temperature, public address, unnecessary noise.
Risers, tables and chairs in place for panel discussions.
Arrangements made to assist in return transpotation requirements.

39. Arrange for a daily post-workshop conference.

Determine who should be present.
Prepare a discussion agenda.
Determine a time table for follow-up actions.
Discuss areas of apparent success.
Discuss areas of apparent short-fall and possible remedial action.
Summarize findings daily in writing.

40. Plan for closing administrative arrangements.

Announce checkout time arrangements if other than posted.
Announce any special arrangements made for individuals paying bills.
Arrange for assistance on travel vouchers as required.
Announce final luncheon or dinner arrangements, if applicable.
Arrange for any turn-in required of conference materials.
Arrange for turn-in of committee reports.
Announce arrangements for forwarding of conference report.
Determine special transportation requirements to motel, airport, etc.
Arrange for pick up of any special equipment.
Announce arrangements for post-conference meeting.

41. Prepare final report.

Secure advance copies of presentations.
Include daily findings.
Report could include:
  purpose and objectives
  agenda
  participants
  summaries or copies of presentations
  findings and conclusions
  proposed future actions or meetings
Determine mailing list for report.

APPENDIX B

INITIAL TELEPHONE SOLICITATION

Hello X,

My name is Mary Jean Jecklin. I'm a teacher of adults in the Minneapolis Public School's Adult Education program and a graduate student working on my Plan B in Adult Education at the University of Minnesota.

Your name was referred to me by X who suggested you might be willing to help me with my Plan B by talking with me. For my plan B I'm exploring the job responsibilities of:

(adult education program administrators and program planners – [education]
professionals working in the area of human resource development
training and development. – [business])

I intend to talk with 10 teams of people. Each team will consist of an administrator and a planner working in the same department.

I would like to ask your help with 2 things:

1. Would you be willing to answer a brief written questionnaire requiring about 20 minutes which asks you to check your responses to a variety of questions and

2. follow this up with a 30-45 minute interview?

I would like to tape-record the interview to insure the accuracy of my interpretations, if this is all right with you.

Since I want to interview teams of people, I will also be asking your coworker the (administrator/planner) in your department to participate in my study to give the (administrator/planner's) point of view.

This is a totally voluntary effort on your part and if you agree to participate, let me reassure you that your anonymity and confidentiality will be maintained.

If you would like a synopsis of my study, I'll be happy to send you one.

Do you have any questions or concerns I haven't answered?

I'll send you the written questionnaire on (DATE)

I'll call you regarding the oral interview on (DATE).

APPENDIX C

1958 Penn Avenue South
Mpls, Mn. 55405

Dear

Thank you for agreeing to be 1 of 20 participants in my Master's degree study which looks at the job functions of program administrators and planners in public and private settings.

Your voluntary participation helps me fulfill the requirements for my M.A. in Adult Education at the University of Minnesota.

As I indicated in our telephone conversation, you will be initially responding to a written questionnaire and later to an oral interview. Attached is the written questionnaire. It consists of 2 sections. Section I asks for very brief descriptive data. Section II lists a variety of program components and asks you to check your responses to each question in 1 of 5 categories. The questionnaire should take approximately 20 minutes to complete. I would appreciate it very much if you would please complete it and return it to me within a week in the enclosed, stamped envelope.

I will follow-up this letter and questionnaire with a telephone call to you to reconfirm the time and date for the personal interview which we arranged over the telephone. The interview, which will discuss the survey further will take no more than 30-45 minutes of your time. I would like to tape-record the interview to help insure the accuracy of my interpretation, if this is all right with you? I will be the only person listening to the tape-recordings. After analyzing the information from the tapes they will be erased.

As I mentioned to you in our telephone conversation,
who works in your department with you will also be participating in this study responding to the same questionnaire and interview. However, for the purpose of my study it is important that each of you respond independently to the questionnaire as I need your unique reactions.

Be assured that your responses will be confidentially maintained. I would also like to reassure you that you are free to withdraw or refuse to answer any particular questions.

If you would like a synopsis of my results let me know and I'll be happy to send you one.

Please call me if you have any questions or concerns.

Thank you again.

Sincerely,

Mary Jean Jecklin

Mary Jean Jecklin

APPENDIX D

Identification Number ______________

SECTION I

Briefly answer the following 3 questions.

1. Job Title ____

2. Number of years in current job _____________

3. Estimate the percent of your time spent in an average week on tasks performed by:

A. manager/director/administrator _________%

B. consultant/specialist/planner + _________%

= 100 %

DEFINITIONS:

A manager/director/administrator has primary responsibility for administering a department that plans, implements, and evaluates educational programs for adults.

A consultant/specialist/planner has primary responsibility for planning, implementing, and evaluating educational programs for adults.

Identification Number ________

SECTION II

The PURPOSE of this questionnaire is to obtain your perceptions of who is responsible for certain tasks in offering adult education programs.

INSTRUCTIONS: In the following questionnaire indicate who in your department is primarily responsible for each task listed by checking the appropriate column. Although there are 5 possible choices, check only 1 response to each question.

Before starting the questionnaire, pause to familiarize yourself with the 5 choices.

WHO has PRIMARY responsibility for:	MANAGER/DIRECTOR/ADMINISTRATOR primarily	MANAGER/DIRECTOR/ADMINISTRATOR & CONSULTANT/SPECIALIST/PLANNER both perform this function	CONSULTANT/SPECIALIST/PLANNER primarily	Someone Else	Not Applicable
I. ORGANIZATIONAL PHILOSOPHY AND MISSION					
1. Defines the philosophy and mission of the department...............					
2. Determines the extent that specific educational program goals are consistent with the organization's philosophy and mission...........................					
3. Periodically redefines the department's philosophy and mission......					

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Mary Jean Jecklin
December 1982

WHO has PRIMARY responsibility for:

II. PERSONNEL

A. Staff

	MANAGER/DIRECTOR/ADMINISTRATOR primarily	MANAGER/DIRECTOR/ADMINISTRATOR & CONSULTANT/SPECIALIST/PLANNER both perform this function	CONSULTANT/SPECIALIST/PLANNER primarily	Someone Else	Not Applicable
4. Recruits, selects, and hires personnel for the department					
5. Supervises department personnel					
6. Determines salaries of department personnel					
7. Orients new staff					
8. Provides staff development/continuing education for department members					
9. Determines staff needs for a specific program (eg: how many staff, what content areas will be covered, etc.)					
10. Recruits, selects, and hires instructors and other staff for specific programs					
11. Provides orientation for outside consultants/instructors/others working with specific programs					
12. Determines appropriate fees/salaries for outside consultants/instructors/others					
13. Supervises outside consultants/instructors/others working with specific programs					
14. Evaluates performance of outside consultants/instructors/others working with specific programs					

WHO has PRIMARY responsibility for:

	MANAGER/DIRECTOR/ADMINISTRATOR primarily	MANAGER/DIRECTOR/ADMINISTRATOR & CONSULTANT/SPECIALIST/PLANNER both perform this function	CONSULTANT/SPECIALIST/PLANNER primarily	Someone Else	Not Applicable
B. PLANNING/ADVISING/TASK FORCE COMMITTEE					
15. Determines if a planning/advising/task force committee will be used for a program (includes creating a new one or discontinuing an existing one)............					
16. Determines members of planning/advising/task force committee for specific programs.......					
17. Determines the roles and relationships of planning/advising/task force committee members					
18. Provides orientation for planning/advising/task force committee members for specific programs..........................					
19. Determines salaries/honorariums for planning/advising/task force committee members.......					
C. OTHER PERSONNEL (eg: volunteers, interns, line personnel)					
20. Determines if other personnel needed for a specific program.........................					
21. Recruits other personnel....................					
22. Trains other personnel......................					
23. Determines role of other personnel..........					
24. Determines relationship of other personnel with permanent staff........................-					
25. Provides orientation for other personnel.....					
26. Provides appropriate recognition and rewards for other personnel.................					

WHO has PRIMARY responsibility for:

	MANAGER/DIRECTOR/ADMINISTRATOR primarily	MANAGER/DIRECTOR/ADMINISTRATOR & CONSULTANT/SPECIALIST/PLANNER Both perform this function	CONSULTANT/SPECIALIST/PLANNER primarily	Someone Else	Not Applicable
III. COSPONSORSHIP/CO-OPERATION					
27. Determines if cosponsorship/co-operation should be attempted for a specific program..					
28. Arranges for cosponsorship/cooperation for a specific program with outside agencies or other internal units..........................					
29. Negotiates the roles and relationships of cosponsors/co-operators with programs.......					
IV. FINANCES					
30. Prepares departmental budget................					
31. Recommends or establishes policies and procedures for financing specific programs...					
32. Determines the budget for a specific educational program................					
33. Establishes the fee rate for a specific educational program................					
34. Determines if new funding will be sought or obtained for continuing a specific program...					
35. Responsible for seeking & getting new funds for a specific program......................					
36. Establishes billing arrangements for a specific program..........................					
V. PHYSICAL FACILITIES					
37. Identifies/selects/approves rental of facilities/space for the department..........................					
38. Supervises the maintenance of departmental physical facilities.............					
39. Identifies/selects/approves rental of facilities/space for a specific program....					

WHO has PRIMARY responsibility for:

VI. PROGRAM DESIGN

	MANAGER/DIRECTOR/ADMINISTRATOR primarily	MANAGER/DIRECTOR/ADMINISTRATOR & CONSULTANT/SPECIALIST/PLANNER both perform this function	CONSULTANT/SPECIALIST/PLANNER primarily	Someone Else	Not Applicable
40. Identifies possible educational activities..					
41. Determines if a needs assessment should be conducted for a specific program............					
42. Plans the needs assessment........................					
43. Conducts the needs assessment........................					
44. Evaluates the needs assessment results................					
45. Decides to proceed with a program...............................					
46. Determines the target audience for a specific program......................					
47. Identifies the general and specific goals and objectives for a specific program........					
48. Determines the format/agenda of the program (content included in specific time schedule)..					
49. Determines the sequence of learning experiences..........................					
50. Determines the specific learning experiences to be offered in a program.................					
51. Designs the new learning experiences for the program..............................					
52. Approves and assembles relevant instructional aides/materials.................					
53. Handles correspondence/filing/misc. paperwork for the program..............................					
54. Implements the program........................					

WHO has PRIMARY responsibility for:

	MANAGER/DIRECTOR/ADMINISTRATOR primarily	MANAGER/DIRECTOR/ADMINISTRATOR & CONSULTANT/SPECIALIST/PLANNER Both perform this function	CONSULTANT/SPECIALIST/PLANNER primarily	Someone Else	Not Applicable
VII. PROMOTION & MARKETING					
55. Determines policies & procedures for the department in promoting & marketing programs..					
56. Educates general public/potential clients/ company employees about the philosophy and programs of the department..................					
57. Reviews competitive programs.................					
58. Prepares plans for promotion & marketing of specific programs.........................					
59. Educates general public/potential clients/ company employees about the purpose of specific programs...........................					
60. Authorizes funds for promotion & marketing of a specific program.........................					
61. Arranges for implementation or implements the promotion & marketing of specific programs....					
62. Designs promotional materials for a specific program........................					
63. Evaluates promotional materials...............					
64. Oversees mailing of promotional materials......					
65. Handles complaints about controversial programs					
VIII. SERVICES FOR PROGRAM PARTICIPANTS (LEARNERS) eg: counseling, day care, parking, meals					
66. Arranges for & maintains a variety of services for participants (learners) in all departmental programs..........................					

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. WHO has PRIMARY responsibility for:	MANAGER/DIRECTOR/ADMINISTRATOR primarily	MANAGER/DIRECTOR/ADMINISTRATOR & CONSULTANT/SPECIALIST/PLANNER both perform this function	CONSULTANT/SPECIALIST/PLANNER primarily	Someone Else	Not Applicable
67. Approves provision of additional services for participants (learners) that are not usually provided by the department....................					
68. Determines specific services needed by participants (learners) in a specific program..					
69. Documents attendance and/or acquisition of skills or arranges for Continuing Education Units if appropriate..........................					
IX. EVALUATION					
70. Establishes policies & procedures for collecting data & maintaining records.....................					
71. Develops an annual evaluation report (year-end report) for the department.....................					
72. Authorizes an ongoing research and evaluation effort in the department............					
73. Determines if a specific program will be evaluated.............................					
74. Determines when a specific program will be evaluated.............................					
75. Determines purpose of a specific program evaluation............................					
76. Determines criteria to be used in evaluating a specific program..................					
77. Develops an evaluation plan for a specific program............................					
78. Collects data about a specific program..........					
79. Prepares an evaluation report of a specific program...........................					
80. Disseminates results from a specific program evaluation to interested groups					

APPENDIX E

need 2½ hours
8:30-11:00
or
2:30-5:00 possible for me

2nd telephone conversation to be made 7-10 days after subjects receive written questionnaire

1st call (administrator -- education
-- business)

Hello Mr. NAME,

This is MJJ. I'm calling to find out if you have had time to complete the questionnaire I sent you last week and have returned it to me?

I'm also wondering when would be a convenient time for you to respond to my tape-recorded personal interview? As you know, I plan to interview your coworker NAME, the (program planner--education
--business) too. Each interview should take about 30-45 minutes.

Although I have a flexible schedule I would like to schedule both interviews in the same half day. I am free from 8:30-11:30 or 2:30-5:00. Could we find a time during the week of ____________________
when both you and X would be available in the same half day?

After s/he says whatever and offers a time, I say, "I'll call your coworker to make sure X time is ok and get right back to you." thanks again.

2nd call (program planner -- education
-- business)

HELLO Mr. NAME,

This is MJJ. I'm calling to find out if you have had time to complete the questionnaire I sent you last week and have returned it to me?

I just talked with your (administrator --education
--business) and set up a tentative time for the tape-recorded personal interview with him/her on DAY, DATE, TIME. Are you free after I meet with him/her since I'd like to do both interviews together?

If ok--end of conversation. Then call him/her back and confirm.

If not ok--get another alternative or suggest one and call back other person.

Thanks again.

APPENDIX F

RESPONSES TO WRITTEN QUESTIONNAIRE

Identification Number ____________

I. Organizational Philosophy & Mission
II. Personnel
  A. Staff
  B. Planning/Advising/Task Force Committee
  C. Other Personnel
III. Cosponsorship/Co-operation
IV. Finances
V. Physical Facilities
VI. Program Design
VII. Promotion & Marketing
VIII. Services for Program Participants (Learners)
IX. Evaluation

I.
1. ____
2. ____
3. ____

II. A.
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____

B.
15. ____
16. ____
17. ____
18. ____
19. ____

C.
20. ____
21. ____
22. ____
23. ____
24. ____
25. ____
26. ____

III.
27. ____
28. ____
29. ____

IV.
30. ____
31. ____
32. ____
33. ____
34. ____
35. ____
36. ____

V.
37. ____
38. ____
39. ____

VI.
40. ____
41. ____
42. ____
43. ____
44. ____
45. ____
46. ____
47. ____
48. ____
49. ____
50. ____
51. ____
52. ____
53. ____
54. ____

VII.
55. ____
56. ____
57. ____
58. ____
59. ____
60. ____
61. ____
62. ____
63. ____
64. ____
65. ____

VIII.
66. ____
67. ____
68. ____
69. ____

IX.
70. ____
71. ____
72. ____
73. ____
74. ____
75. ____
76. ____
77. ____
78. ____
79. ____
80. ____

____ total number of shared tasks

APPENDIX G

Oral Interview Schedule

Mary Jean Jecklin:

"Nice to (meet you/see you again)
How are you?

Thank you for agreeing to help me with my Plan B study, and for returning the questionnaire to me so quickly.

Let's get started with the personal interview.
I want to remind you that I'd like to tape-record this interview to insure as accurate an interpretation of your responses as possible in my final report.
Is this okay with you?

In this interview I'd like to focus on the tasks you checked in the written questionnaire that you and X, your coworker, share.
My plan is to go through the questionnaire section by section."

Give subject their written, completed questionnaire to look at.
Show subject the summary sheet which indicates tasks s/he indicated as shared.

"My purpose in looking at the shared tasks is to reveal if job overlap has resulted in any problems or difficulties which people studying program planning can resolve ahead of time, or be prepared to deal with on the job.

This is not meant to be an evaluation; it is merely a discussion about the difficulties or problems that might arise when two people are working on the same tasks.

Let's look at this category. You mentioned X number of tasks you both perform.

Has this presented any problems, from your point of view, when the 2 of you work together?
(alternative way of expressing same question--From your perspective, has this sharing of tasks presented any problems?)

If YES, What are those problems?
Can you give any more examples?
(probe) Are there any other problems you can think of?
Please elaborate.

If NO, why do you think you've been able to work together on these tasks and not have it present any problems?
Please clarify for me why you have no problems working together?
(probe) Are there any other reasons?

Continue this series of questioning for all sections where job sharing was indicated.

At end thank subject for their time and offer to send a summary if s/he is interested in the results of the study.